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ANNUAL REPORT
OF THE
SCHOOL COMMITTEE
OF THE
CITY OF BOSTON.
1872.



BOSTON:
PRESS OF ROCKWELL & CHURCHILL,
122 WASHINGTON STREET.
1873.

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CITY OF BOSTON.

IN SCHOOL COMMITTEE, September 10, 1872.

Messrs. Means, Sanford, Hobbs, Learnard, Fennelly, Ricker, Connor and Noble, were appointed the Committee to prepare the Annual Report of the School Committee.

Attest :

BARNARD CAPEN,
Secretary.

IN SCHOOL COMMITTEE, Feb. 11, 1873.

The President appointed Mr. James Reed upon the Committee to prepare the Annual Report of the School Committee, in place of Mr. Means, who declined serving.

Attest :

BARNARD CAPEN,
Secretary.

R E P O R T .

It has long been the custom of the School Committee of Boston to prepare, for the information of the citizens, an annual report relating to the important interests entrusted to their charge. This report is made in accordance with a standing rule of the Board, from which we quote as follows: —

“The Committee on the Latin School, the English High School, the Girls’ High and Normal School, the Roxbury and the Dorchester High Schools, and each District Committee, shall, during the month of July, make a thorough examination of their respective schools, and report at the quarterly meeting in September, the results, with any suggestions they may consider valuable.

“The reports of these Committees shall be referred to a special Committee of the Board, appointed at the meeting in September, who shall make from them such selections, and shall add thereto such suggestions and remarks, as they may deem expedient. There shall be published with the Annual Report the reports of the Committees on the High Schools, of the Superintendent of Schools, of the Committee on Music, and of the Committee on Drawing, and such other reports as said Special Committee may deem advisable.”

· DELAY IN APPOINTING THE COMMITTEE.

In conformity with the above regulations, the undersigned have the honor of submitting their report. They consider it, however, simply justice to them-

selves, to state, that owing to unusual and accidental circumstances, the committee, which should have been ready to commence its labors in September, 1872, was not fully appointed and organized until February, 1873. Hence they have felt the prime necessity of preparing their report with as little delay as possible, and will, therefore, confine themselves, in the main, to a general statement of the work done by the Board during the year, and a brief presentation of the most prominent topics which it has recently had under consideration.

SUPERINTENDENT'S REPORTS.

This course seems the more appropriate on account of the very full and interesting reports of the Superintendent, printed herewith, to which we invite particular attention. It will be seen that they present many matters in detail, to which we refer, if at all, only in the most general terms.

GENERAL STATISTICS.

From these reports it appears that the number of pupils in all the Public Schools of the city is 38,688, showing a slight increase over the total of the previous year. These pupils are in charge of 1,001 teachers (147 male, 854 female). The above aggregates include 2,072 pupils and 95 teachers, who belong to the evening schools; leaving 36,234 pupils and 906 teachers connected with the day schools alone. Instruction is given in 103 school-houses, containing about 870 different rooms. The average

whole number of pupils to a teacher is between 38 and 39.

The whole amount paid in salaries to teachers was \$863,658.51, or an average of about \$863.00 per teacher. The average cost per year for each pupil in the day schools was, for tuition, \$23.83; for all items, including school-houses and lots, care of buildings, school apparatus, etc., \$33.57.

These figures show more plainly than any words can do the magnitude of the educational work of the city, and the responsibilities of the School Board. To provide suitably for the mental, and, so far as may be, for the moral training of nearly forty thousand children, is the great duty for the performance of which we are accountable to our fellow-citizens. The amount of money expended should not seem large, in consideration of the objects in view. Nor can it ever be smaller than at present. Not only the growth of the city, but the increase of general culture, and the demand for new branches and methods of instruction, forbid us to expect any diminution of our educational appliances, or of the expenditures to which they give rise.

NEW NORMAL SCHOOL.

In looking over the proceedings of the Board for the past year, we find few matters which seem to call for special notice. The most important change which has been made is the establishment of a separate Normal school for girls. The school which was at first the Girls' Normal School, afterwards the Girls'

High and Normal School, has finally become the Girls' High School. For some years it has been growing more and more evident that this result would ultimately be reached. The number of girls wishing to become teachers does not comprise nearly all of those who desire a High School education. Experience has proved that both objects cannot be effected in the same school without some loss to the one or the other. At the same time, it seems highly important that the city of Boston should not abandon the practice, so successfully tried in the past, of giving the requisite instruction to those daughters of her citizens who wish to make teaching their profession.

In accordance with these views, a new Normal School for girls has been established. It is open to all who can present a certificate of graduation in any of our High Schools, or can pass a satisfactory examination in the usual High School studies. It was begun in September, 1872, under the charge of Larkin Dunton, as head-master, having for his assistants several ladies who have proved their eminent ability in the training department of the Girls' High and Normal School. Over fifty pupils were received. The school, at present, has its quarters in the beautiful building in Newton street, where the High School also, under the direction of Dr. Eliot, its newly appointed principal, gives promise of increased usefulness and prosperity.

REORGANIZATION OF THE DORCHESTER DISTRICT.

Another change which has been made during the year has been the rearrangement of the Dorchester

schools, so as to bring them into fuller accord with the Boston system. Heretofore, the seven Grammar schools of the sixteenth ward have been comprised within a single district, under the control of one committee, called the Dorchester District Committee. As now reorganized, each of these schools gives its name to a Grammar School section, having its own local committee, according to the custom prevailing in other parts of the city.

NEW BUILDING FOR THE LATIN AND ENGLISH HIGH SCHOOLS.

The need of a new building for the Latin and English High Schools has long been felt by this Board. For several years the accommodations in the old school-house in Bedford street have been wholly inadequate; so that it has been found necessary to obtain rooms elsewhere for many of the classes. The committee are happy to state that orders passed by the Board have been so far favorably regarded by the City Council, as to result in the purchase of a most eligible site for this purpose. It is in the square bounded by Clarendon street, Warren avenue, Dartmouth and Montgomery streets. For general advantages of location, this lot could hardly be surpassed. It is much to be hoped, that no short-sighted policy will prevent the purchase, at the present time, of all the land which may be required for many years to come, by the growing wants of these institutions.

DEFECTS IN OUR SCHOOL SYSTEM.

While the committee feel that there is much cause for congratulation in the general good condition of our schools, they are not blind to their deficiencies, nor to the many opportunities which they offer for improvement. In this progressive age, the man or the community that does not constantly press forward must needs fall behind in the race. Already some of our sister cities are setting us an example, in matters relating to the management of schools, which it is not wise for us to disregard. The chief defects in our school system, as at present administered, arise, in our opinion, from the inadequate provisions which exist for the examinations of schools and teachers.

EXAMINATION OF SCHOOLS.

Years ago, when the city and the School Board were both much smaller than they are now, a special committee of the Board was annually appointed to examine the various schools, to compare them with each other, and to report the results of their investigations. In the present condition of affairs, no committee could be expected to perform this laborious service. Nor is it possible for the Superintendent, with the many and various duties which occupy his time, to conduct any such detailed examinations. The city at present contains nearly sixteen square miles of territory. According to the statistics given above, in order to examine all the schools, it would be necessary to visit 870 different rooms. The quar-

terly examinations, which are, by the rules of the Board, required to be made by the committees of the several High and District Schools, while answering a good purpose, are yet conducted by different persons, who are without the opportunity of comparing the various schools with each other. Their efforts, therefore, are entirely disconnected, and produce no impression which is felt by the schools as a whole. The consequence is that we have a vast number of fragmentary and extremely unequal reports, from which it is impossible to draw any general conclusions. It is very desirable that greater unity should exist in our system of schools, as regards the modes of instruction and the standard of scholarship. The valuable experience of one school should belong to the whole. Whatever methods of instruction or discipline are found to be particularly useful in one district should not wait long before being communicated to the others. The separate parts, each with many excellences of its own, are suffering for the want of being brought together in closer union.

ASSISTANT SUPERINTENDENTS.

It seems altogether certain that no systematic examinations of all the schools can be made under the present regulations of the Board. Officers are needed for that special purpose. In this respect the city of New York is in advance of our own. The general work of school examination is there committed to five superintendents, who receive liberal salaries, and are generally selected from among the

successful teachers of the city. We believe that the adoption of a similar plan in Boston would be immediately productive of good results, which would be seen in the improved working of our entire school system.

EXAMINATION OF TEACHERS.

How to secure a more thorough and systematic examination of teachers is another question, which is regarded with deep interest by many members of the School Board. There can be little doubt that our present method, or rather want of method, admits of great improvement. The utter lack of uniformity in the modes by which teachers are selected, and the absence of any fixed standard of measuring their qualifications, cannot fail to produce much confusion in various ways. Fortunate in the possession of many admirable teachers, it cannot be doubted that the city would be far better off as regards this class of servants, if certain definite rules, clearly intelligible to every one, had been consistently observed in their appointment. There is no reason why a community so munificent in all matters pertaining to education, should not always be able to obtain the very best talent in its instructors.

The Superintendent, in his twenty-fourth report, published herewith, makes many valuable suggestions on this point. He says: "We need better regulations in respect to the examination of teachers. In this respect, instead of making progress, we have lost ground. Ten or twelve years ago candidates were seldom elected without having passed an examination.

. Latterly teachers have in most cases been appointed without an examination. I am fully persuaded that the best interests of our schools demand a reform in this respect. What is needed especially is a fair chance for competition. And how can there be a fair chance for competition so long as there are no examinations open to all comers? We want teachers who combine tact and technical skill with good scholarship. The choice should not be between tact without scholarship, and scholarship without tact. We should, in the first place, exclude all candidates who have not good scholarship, and, I should say, very good scholarship, no matter how much tact they may have, and then from the good scholars select those who show the most tact. Teachers who are not good scholars do not wear well. They are not likely to improve. They become more and more mechanical in their teaching."

But, not to quote further from a document to which any one may turn who reads this report, we wish to subscribe heartily to the sentiments therein contained, and to express the hope that before any long time shall have elapsed, means may be devised for carrying them out to some practical issue. The "pedestrian competition," to which the Superintendent humorously alludes in another part of his report, is certainly unworthy of further encouragement. Nearly all the other large cities of the Union subject their teachers to the test of a strict examination, and with apparently good results. If Boston is to maintain her present position in educational matters, she cannot afford to be negligent or careless with respect

to the attainments of those whom she chooses as the instructors of her children.

CO-OPERATION BETWEEN THE HIGH AND GRAMMAR SCHOOLS.

The programme according to which, a few years since, the studies of the Grammar and Primary Schools were strictly graded and classified, has proved an entire success, so far as those schools are concerned. It is to be regretted, however, that between the Grammar and High Schools there is not the perfect co-operation which might be desired. Especially is this the case with the schools for boys. The child passes easily and naturally from the Primary to the Grammar School, under the surveillance of the master of the district; but when he reaches the higher Grammar School classes, he is not so readily suffered to depart by the same master. The consequence is that the average age of boys admitted to the English High School is nearly fifteen years, instead of twelve, which is the age indicated in the regulations. Whatever the cause may be, — whether the masters like to retain as long as possible the boys who do credit to their schools, or are over-solicitous that they should pass the High School examinations with special honor, — whether the boys themselves are held back by needlessly slow promotions, or suffer from association with companions who have no intention of going beyond the Grammar School course, — the fact remains, that they are not sufficiently aided and en-

couraged to enter the High Schools at an early period. No one conversant with the subject can doubt that here is an abuse to which some corrective needs to be vigorously applied. We will not enlarge upon a matter which was ably and elaborately discussed in the report of last year; but will simply suggest that one good work which might be done by assistant superintendents, if they should be appointed, would be to examine and readjust our school machinery at the point of contact between the High and Grammar Schools.

INDUSTRIAL EDUCATION.

The attention of the Board has been called repeatedly to the subject of Industrial Education. It can hardly be doubted that the time is near at hand, when free instruction in the mechanic arts and other industrial pursuits will be given to all who desire it, just as it is now given in drawing, music, and, to a limited extent, in needle-work. The question is, how and where to make a beginning. A report on this subject, in the appendix of this volume, contains the very practical suggestion that instruction in the cutting and making of garments might be immediately commenced in our girls' schools. We cannot believe that this important matter will be permitted to rest for any great length of time without further consideration and action.

ACCOMPANYING DOCUMENTS.

Many topics press themselves upon our notice, which it would be pleasant, and perhaps profitable, to discuss. But adhering to our purpose of simply mentioning the most important matters which are actually engaging the attention of the Board, we forbear to speak of them. We will merely refer the reader to the reports on the High Schools, on Music, and on Drawing, and to the various other documents contained in this volume.

CONCLUDING REMARKS.

It is but a truism to say that the work of educating the children of a nation, or even of a city, is important beyond the power of man to estimate. No efforts in this direction, if they are wisely made, can be too great, in consideration of the objects to be attained. In the tender and impressible period of childhood are laid the foundations of character. What the mind receives at that early age remains, with its influence for good or evil, through all the subsequent life. The end is beyond this world. If, as Wordsworth says, "The child is father of the man," then the man is father of the angel. Our work is not merely to train up substantial and prosperous citizens; we are communicating some of their strongest and most lasting impressions to immortal souls. Gradually the mind is unfolded from without inwards, — from the condition of the infant when the use of his senses is first acquired by him, to deeper and

ever deeper possibilities of love and thought. Education is good, in proportion as it tends to goodness, — reaching beyond knowledge, beyond worldly success, beyond the coveted prizes of this life, — to purity of heart, and the peace which passeth understanding.

JAMES REED, *Chairman*,
BAYLIES SANFORD,
GEORGE M. HOBBS,
WILLIAM H. LEARNARD, JR.,
RICHARD J. FENELLY,
CHRISTOPHER A. CONNOR,
GEORGE D. RICKER,
JOHN NOBLE.

REPORTS

OF THE

COMMITTEES ON THE HIGH SCHOOLS,

FOR THE

School Year Ending August 31, 1872.



LATIN SCHOOL.

THE number of pupils in this school the past year was two hundred and seven. Average attendance, one hundred and ninety-five. Percent of attendance ninety-four. Diplomas were awarded to eighteen. Four others were members of the school for the greater part of the year, but as they left before its close, they received no diplomas. Eleven received the Franklin medal.

Of the eighteen who received diplomas, fifteen entered Harvard University, two are pursuing studies elsewhere, and one has gone into business.

The school experienced a loss in the resignation of Mr. Wm. T. Reid, whose success as a teacher had been very gratifying to the Committee. He resigned his situation, to accept the office of Superintendent of Schools, at Brookline, Mass.

It is more than ever apparent that better accommodations should be provided for this school. The portion of the building assigned to it in Bedford street is too small, and two classes are colonized in the school-house on Harrison avenue. The rapid advance of business in its vicinity, will very soon render the building entirely unsuitable for school purposes.

Great as is the acknowledged importance of the instruction given in the Grammar Schools, the credit of the city is at least equally involved in the maintenance of successful schools of a higher order. It is not difficult to show that in this success every class of the community has an almost equal interest.

The number of boys in this city who are now seeking exactly that kind of training which this school aims to give, was probably never larger than at present. Nor is there, as many persons imagine, any such antagonism between the purposes of this school, and those of the English High School, that the prosperity of the one would imply a decline of the other in general favor. These two schools represent equivalent, but differing plans of study, adapted to the diverse aims of two classes of students, existing of necessity in every community.

Within the last two years, important changes have been made in the curriculum of studies pursued in the Latin School, and it may not be unprofitable briefly to refer to them. Till the year 1870, the college at Cambridge ably supplemented the school course. The classical authors omitted in the Latin School were studied at college, while a large and generous instruction in other branches redeemed, to a considerable extent, the deficiencies of the school plan. At twenty years, Boston boys had accomplished, at school and college, very nearly what boys of the same age in other countries ordinarily attain. The school, as thus existing, formed the lower half of what would be called a school in those countries, while the college remained the upper half ; an upper

school, too, with which any community might well be more than content.

When, four years ago, in consequence of the improvements made at Cambridge, the requirements for admission were advanced, and, as a result, the age of boys entering college from Boston was altered from sixteen years to eighteen or nineteen, while the average age of graduation became twenty-two, new difficulties presented themselves.

The parents of boys who had been kept till eighteen years, or nineteen, under training, would not unnaturally feel, that, at that time, the elementary instruction of their children ought to be nearly, or quite completed. Moreover, many families, willing and able to give their sons a full education, would probably be compelled to hesitate if such a training must go on to the age of twenty-two years or more. Again, if the whole period of study, preparatory and professional, were rightly to last till twenty-five, it might be matter of doubt, whether the greater number of students would not wisely elect to give to the studies of their calling, rather than to general culture, the years from twenty to twenty-two.

Under these circumstances, a radical change in the course of study was planned. It is not here necessary to repeat the details of the scheme. It was intended to keep the school in the future, what it had been in the past, strictly a school; in no sense to attempt to rival the college, or to supplant it. The boys were to remain under school discipline. The list of Latin and Greek authors to be studied was enlarged. The study of English writers and of the

English tongue became obligatory. Attempt was made to remedy the various deficiencies in the course of study which have been mentioned. In the hope of attracting to the school able teachers, the School Board largely increased the pay of the under-teachers. Provision was made for relieving the school from the burden of boys who had proved themselves hopelessly idle and incompetent. The head-master was required frequently to examine the several rooms, and his powers were in other respects enlarged.

To make these changes more effective, two additional teachers were given to the school. These instructors were not called to teach either Latin or Greek. They were not responsible for the discipline of the school. It was hoped that the presence of these teachers would make certain the introduction of the new studies, the need of which had been so deeply felt.

The anomalous position of these teachers, however, proved a source of annoyance; and after a trial of eighteen months, this feature of the plan was, by general consent, abandoned; all the under-masters of the school being placed from that time on a footing of equal authority, while it was decided that hereafter, the instruction in the school shall be strictly departmental; history to be taught by the instructor of history alone, mathematics by the mathematical teacher, or teachers, and so on, through all the subjects of study.

An obstacle to the success of the school has been found to exist in the fact, that teachers of promise, whose services it was important to secure for the

school, have in several instances preferred the work and rank of professor, in small and distant colleges, at half the income offered by the city. If the present plan of the school is to be maintained, it might perhaps be possible to obtain from some authorized source, the title of professor, or some equivalent honor, for its more distinguished teachers. In numberless instances the more eminent German scholars have been found teaching in the schools, rather than at the universities. It must, however, be acknowledged, that New England teachers will in many cases prefer the control of their work by their own profession, which is established in colleges, to that of large and loosely constituted School Committees in cities and towns.

Whenever it may become necessary to choose a new head-master for this school, the difficulty of selecting a suitable man will be very great. In such a school, the key to the success of the whole system lies in the choice of a head-master of commanding ability. Everything in the complicated mechanism of the school should be controlled by his hand.

The sum offered for the services of a head-master is by some considered extravagant. Yet suburban towns in this neighborhood already give nearly as much. In Roxbury the teacher of an endowed school, containing half our number of boys, is more liberally paid, and any man possessing the requisite qualifications for the position of our head-master can earn more than twice the sum which we offer, by opening a private school in this city. The difficulty felt at this moment in finding any desirable candidate for the

kindred great schools of Andover and Exeter well illustrates the point in hand.

Hardly any other cause has more interfered with the success of the school than the character of the material presented for admission. The refuse of other schools, public and private, has been offered. Side by side, boys well prepared, and those hardly prepared at all, have entered its classes. Valuable time is thus constantly wasted in the effort to atone for earlier neglect. The class of boys who should be expected to fill this school do not now attend any public school. Were the Latin School allowed to establish preparatory classes for boys of eight years, the difficulty under consideration would be completely mastered, and at the same time the public schools of the city would receive a reinforcement which would in many ways tell upon the success of the whole system.

It is a matter of question, whether the plan of daily marks for school work, generally practised, may not well be given up. This custom demands in every room minutes which should not be spared from teaching. The monthly returns which follow it, form to many valuable teachers a most annoying addition to their work; while to the boys it is a constant temptation to cheating and unfairness, furnishing at the same time a standard of merit which is probably often extremely deceptive.

In one of the cities of the United States the use of text-books by teachers has been forbidden; only a memorandum of heads of matters to be taught being left in his or her hands. Inapplicable as this rule is in the study of an ancient classic, its adoption

in all other departments would constitute a memorable advance in the art of teaching among us.

The unfortunate change by which the afternoon session of the school was several years ago given up continues in force. After three hours of school work the boys are jaded and tired, and if allowed to make trial of the former arrangement of hours would soon show the invigorating effect of the old three hours' intermission. What can the city expect in temper or ability from a teacher, who daily, after a hurried breakfast at half-past six, comes to town without again taking a meal till three in the afternoon? Probably no desirable reform in the arrangement of the school would provoke such determined resistance from both boys and parents as a return to the wise plan of three o'clock afternoon school; and yet hardly any other change is so imperatively demanded for the health and progress of the boys. The single argument by which the present hours are defended, that a small minority of boys would find it hard to reach home in the interval, finds its sufficient answer in the proposal of the Institute of Technology to furnish for its students, so placed, dinner at cost,—a step which the city might far better imitate than to persevere in the present disastrous plan of crowding into one-half of the day all school labor.

The consideration of the last-mentioned difficulty suggests that obstacle which more than all others embarrasses the Latin School, the want of hearty and efficient support from the parents of the boys. Here lies the real trial of the school. Were the high value of the education offered cheerfully recognized at home;

were it felt there that to accomplish this end, idle amusements and desultory reading must be resolutely put away; we should not, on the one hand, hear boys unblushingly excuse neglect of a lesson, "because they went to a party;" or, on the other, see the editor of our leading daily journal advise that young men should gain all the rudiments of a noble education in five hours a day of school recitation and study, without any labor at home.

Respectfully submitted.

HENRY S. WASHBURN,

Chairman.

CATALOGUE OF THE TEACHERS AND PUPILS OF THE LATIN SCHOOL, SEPTEMBER, 1872.

HEAD-MASTER.
FRANCIS GARDNER.

MASTERS.

AUGUSTINE M. GAY,	AUGUSTUS H. BUCK,
MOSES MERRILL,	GEORGE W. MINNS,
GEORGE W. PIERCE,	JOHN S. WHITE, JR.
JOSIAH G. DEARBORN,	CHARLES J. CAPEN,
JOSEPH W. CHADWICK.	

INSTRUCTOR IN FRENCH.
PROSPÈRE MORAND.

INSTRUCTOR IN DRAWING.
CHARLES A. BARRY.

INSTRUCTOR IN MUSIC.
JULIUS EICHBERG.

INSTRUCTOR IN MILITARY DRILL.
LIEUT.-COL. HOBART MOORE.

PUPILS.

FIRST CLASS.

Bell, William Macpherson
Bowser, Alexander Thomas
Brett, John Quincy Adams
Campbell, Newell Rogers
Cheney, James Loring
Currier, Charles Gilman
Cushing, Hayward Warren
Cutler, Frederick Waldo
Cutler, Walter Marshall
Cutter, Edward Jones
Denny, Arthur Briggs
Dunham, Howard Cary
Fulton, Frank Edward
Grover, Preston Herbert
Hudson, Henry Bright

Litchfield, William Harvey
Morse, Edward Leland
Pierce, Matthew Vassar
Pierce, Quincy
Rollins, Frank Waldron
Russell, Walter Herbert
Sherman, Addison Monroe
Sherman, Thomas Foster
Walker, James Wise
Young, Reginald Heber

SECOND CLASS.

Allen, Willis Boyd
Andrews, Willie Edward
Crowley, James Linus

Dana, Francis
 Eaton, Harold Bayard
 Gay, Frederick Lewis
 Grant, Patrick
 Jaques, Herbert
 Lodge, Richard Walley
 McMichael, Willis Brooks
 Meinrath, Joseph
 Miller, Charles Edward
 Mitchell, John Singleton
 Murray, Theodore Randolph
 Nickerson, Frederic Obed
 O'Dowd, John
 Power, David Ewin
 Ross, George Whiting
 Russell, Thomas
 Simmons, Thornton Howard
 Sparrell, Rufus Edwin
 Stackpole, Edward
 Tappan, Herbert
 Thayer, Frank Bartlett
 Tower, David Bates
 Vinton, Charles Henry
 Wheeler, Henry

THIRD CLASS.

Archibald, Blowers
 Bowen, John Templeton
 Chandler, Frederick Emerson
 Churchill, John Maitland Brewer
 Coolidge, William Williamson
 Codman, William
 Davis, Frederick Sumner
 Delano, Samuel
 Dillenback, Hiram Irving
 Dunham, Harry
 Everett, Edward
 Fenno, Lawrence Carteret
 Hanson, William Greene
 Hastings, Edward Rogers
 Hayden, Edward Everett
 Hooper, Arthur
 Jordan, Eben Dyer
 Kelley, Webster
 Lincoln, Charles Sprague

Merrill, George White
 Mitchell, James William
 Newton, Edward Wood
 Pasco, Lewis Albert
 Patten, Frank Bartlett
 Perry, Frederick Gardner
 Roche, Patrick Joseph
 Sanders, Orren Burnham
 Somerby, Samuel Ellsworth
 • Stearns, Edwin
 West, William Badger

FOURTH CLASS.

Andrews, Clement Walker
 Davy, Charles Lewis
 Hayes, Arthur Clarence
 Hunt, Edward Browne
 Miller, George Stow
 Morris, John Gavin
 Nunn, Charles Peirce
 Tebbetts, John Sever
 Wade, Robert Stowe

FIFTH CLASS.

Alger, Philip Rounseville
 Bailey, Louis Andrew
 Barstow, Henry Taylor
 Bates, Frank Prosper
 Bates, Lewis Palmer
 Buckley, Philip Townsend
 Bush, Walter Murray
 Butterworth, Frank Albert
 Casey, Thomas Bernard
 Clark, Louis Monroe
 Devine, James Luke
 Fales, Willard
 Farwell, Parris Thaxter
 Fraser, Donald Allen
 Frost, Edwin Thomas
 Frost, Charles Ballou
 George, Alvin
 Hastings, John King
 Hawes, Edward Southworth
 Hodges, George Clarendon

Hodges, Henry Foot
 Holder, Frederic Blake
 Lane, Charles Stoddard
 Mansfield, Lott
 Means, Charles Johnson
 Millerick, Daniel Edward
 Milliken, Arthur Norris
 Morse, Jacob
 Morse, Warren
 Mullen, Frank
 Norman, William Mellow
 Pfaff, Charles
 Phinney, George Alcott
 Pierce, Frank Wheeler
 Reynolds, John
 Roche, John Andrew
 Ruffin, Hubert St. Pierre
 Savage, John Henry
 Shea, John Joseph
 Sears, George Gray
 Smith, Hamilton Sutton
 Smith, Walter Allen
 Somes, William Wyman
 Sonrel, Louis Agassiz
 Stevens, William Stanford
 Strong, George Alexander
 Thayer, Henry James
 Tilton, Joseph Brown
 Warren, Charles Everett
 Wells, Charles Luke
 White, Charles Addison
 Wilde, George Cobb
 Worcester, Theodore
 Young, Sanford Edmund

SIXTH CLASS.

Currier, George Warren
 Hayes, Charles Edmund
 Kinney, Henry Nason
 Mills, Isaac Barney
 Nickerson, Herbert Goodridge
 O'Connor, George Bernard
 Robinson, Edward Abbot
 Robinson, Edward
 Sargent, Henry Rufus

Stimpson, Theodore Fiske
 Trull, Larkin
 Walters, John Forrest
 Ward, Langdon Lauriston
 Warren, Franklin Cooley
 Yenetchi, Henry Ainsworth

Abbe, Alan Joseph
 Authes, Augustus
 Baker, Ezra Henry
 Bartley, George Edgar
 Bicknell, Wm. Harry Warren
 Bush, Arthur Phillips
 Cassidy, William Edward
 Cheney, David Batchelder
 Clark, Benjamin Preston
 Codman, Charles Greenough
 Crahan, Thomas Joseph
 Crooke, Reuben Francis
 Cutler, Charles Francis
 Darling, Edward Irving
 Dunton, Charles Hamlin
 Field, James Brainerd
 Halligan, John J. F.
 Hastings, Nathaniel Wade
 Headley, Phineas Camp
 Hoffendahl, George Gordon
 Holden, Francis Faxon
 Jaques, Eustace
 Kelly, Henry Gilmore
 Krauss, Alonzo Augustus
 Langmaid, Webster Chase
 Loring, Prescott
 Loring, Victor Joseph
 MacDonald, Martin Alan
 Manning, Berwick
 Mason, George Walter
 McKenny, James Frederic
 McLaughlin, Frederic Rodney
 McLaughlin, John Peter
 Morong, Walter Welsh
 Murphy, Daniel John
 Poor, James Ridgway
 Prince, Frederic Henry

Reed, Charles Harry
 Richardson, Frank Chase
 Sawyer, Jacob J. A.
 Smith, Howard Linley
 Smith, Frederic Richards
 Smith, Frederic Swan
 Stearns, Frederic Maynard
 Steele, Charles Breed
 Thompson, Frederic Eldridge
 Van Benthuyssen, George
 Waples, Rufus
 Whitney, Arthur Giles
 Whitridge, Roland Barker

Williams, Charles Collier
 Williams, William Cowles
 Williams, Franklin Delano

SUMMARY.

First Class	25
Second Class	27
Third Class	30
Fourth Class	9
Fifth Class	54
Sixth Class	68
Total	<u>213</u>

ENGLISH HIGH SCHOOL.

THE Committee of the English High School respectfully present their annual report. The condition of this school for the year included between September, 1871, and September, 1872, has been good, and its results satisfactory, notwithstanding the occurrence of several unfavorable events. We refer here particularly to the sickness and resignation of teachers. Early in the winter Mr. Geo. H. Howison, one of the masters, resigned, his resignation to take effect on the 1st of February; but for six or eight weeks before his resignation, he was unable from sickness to attend to his class, or discharge the duties of his office, and a substitute had to be provided. When his resignation took effect, Mr. Albert Hale, one of the sub-masters, was promoted to be master. Later in the winter or opening spring two more teachers, Mr. Brown and Mr. Willis, sub-masters, were compelled by ill-health to seek a temporary release from their work, which was granted for the remainder of the school year. Respite from labor, and the recuperative influences of travel and change of scene and climate, brought Mr. Brown home a few weeks ago, well and strong, able to resume his duties at the opening of the school for

the year 1872-73. Mr. Willis, not recovering his health at the close of the year, sent in his resignation, which was accepted. Thus for nearly one half of the working term for the year the school was deprived of three of its regular teachers. Only those acquainted with the difficulty of finding even permanent teachers competent to the instruction and discipline of the classes of the English High School can appreciate how much the school suffers when it has to employ for some months two or three even of the best substitutes, or how much this increases the duties and responsibilities of the head-master. Notwithstanding this, the condition of the school through the year was largely satisfactory. The programme of studies was well carried out in all the divisions, while the general character and deportment of the boys in the first class and their interest in their studies were particularly gratifying. This was the first class that had enjoyed throughout their whole three years' course the opportunity and advantage of systematic instruction in English Literature, Botany, Mineralogy, etc., introduced by the Committee, under leave of the Board, in 1869, and the Committee avail themselves of this opportunity to express their satisfaction at the results of this change and enlargement of the studies.

The number of boys admitted at the examinations in July and September, 1871, was 272. Of these, 24 did not avail themselves of their right and privilege to attend, so that the school opened in September with

17 pupils in the advanced class.			
107	"	first	"
184	"	second	"
248	"	third	"
<hr/>			
Total, 556			

The average number during the year was 516, the per cent. of attendance was 97.4. Eight boys left the first class during the year, 99 graduating; by far the largest number ever thus dismissed from the school. Diplomas were awarded to all, and Franklin medals to 18. To what various influences it is to be attributed the Committee do not propose to consider at this time; but it is a gratifying fact that of late years a much larger proportion of boys remain to complete the three years' course at the school than formerly, and the percentage of graduation now, this year, is threefold what it was ten years ago.

The class admitted in 1861 numbered 92, the number that graduated at the end of three years, 1864, was 15 = 16 1-3 per cent. The class admitted in 1869 numbered 199; the number graduated 1872 was 99 = 49 3-4 per cent. Fifteen members of this graduating class of 99 retain their connection with the school as members of the advanced class for 1872-73. This last year the advanced class numbered 17, and at the late annual exhibition of the school, their manifest proficiency in the various studies they had been pursuing reflected great credit, not only upon themselves, but upon their instructors.

In concluding their brief report, the Committee

have only to express the earnest hope that the city government will not permit this school to suffer for five years to come, as it has for five years past, for the want of a suitable, convenient and appropriate building, in which the whole school can be accommodated under one roof, and thus become a unit, with one spirit pervading it and presiding over it.

Respectfully submitted for the Committee.

S. K. LOTHROP,

Chairman.

OCTOBER, 1872.

CATALOGUE OF THE TEACHERS AND PUPILS OF
THE ENGLISH HIGH SCHOOL, SEPTEMBER, 1872.

HEAD-MASTER.

CHARLES M. CUMSTON.

MASTERS.

LUTHER W. ANDERSON,
MOSES WOOLSON,

|	ROBERT E. BABSON,
|	L. HALL GRANDGENT,
|	ALBERT HALE.

SUB-MASTERS.

CHARLES B. TRAVIS,
JOHN P. BROWN,
CHARLES J. LINCOLN,
ALONZO G. WHITMAN,
CHARLES H. CUMSTON,
JOHN O. NORRIS,

|	LUCIUS H. BUCKINGHAM,
|	LE ROY Z. COLLINS,
|	JOSEPH W. KEENE,
|	THOMAS J. EMORY,
|	CHARLES O. WHITMAN,
|	JOHN F. CASEY.

TEACHER OF FRENCH.

NICHOLAS F. DRACOPOLIS.

TEACHER OF MUSIC.

JULIUS EICHBERG.

TEACHERS OF DRAWING.

HENRY HITCHINGS,

EDWARD K. CLARK.

TEACHER OF MILITARY DRILL.

LIEUT.-COL. HOBART MOORE.

PUPILS.

ADVANCED CLASS.

Brigham, Oliver Smith Chapman
 Buss, Edward Augustus
 Covill, William James
 Doherty, Cornelius Frederick
 French, Abram De Grauw
 Holland, John Bernard
 Hurlbert, Henry Francis
 Jenney, Walter
 Priest, Walter Ashley
 Ricker, George Fabyan
 Sampson, Edward Nason
 Slattery, Lawrence William
 Stinson, Wilber Henshaw
 Stone, Clarence Eastman
 Underwood, George Frank
 Wright, Walstein Fuller

FIRST CLASS.

Adams, Charles Jesse
 Almy, Henry Niles
 Anderson, Luther Stetson
 Armstrong, George Ernest
 Babcock, John Brazer, Jr.
 Babcock, Wilber Chester
 Baker, Charles Morrill
 Baldwin, Harry Heath
 Barron, Clarence Walker
 Barry, Thomas Jackson
 Bartlett, Charles Augustus
 Bartley, William Henry
 Beeching, George Washington
 Beeching, William Henry
 Bodwell, Charles Thomas
 Bradford, William Burroughs
 Brewer, Frank Crocker
 Brown, Frederic Walter
 Brown, Samuel Edward, Jr.
 Calkins, Frederic Walter
 Carter, Clarence Howard
 Casco, William Henry Appleton
 Caton, William Jordan
 Church, Clifton
 Clapp, John Bouvé

Clarke, John Henry
 Cobb, Albert Winslow
 Copeland, Charles Gilman
 Cushing, Livingston
 Daly, James Washington
 Drew, Charles Fuller
 Duncan, Charles Isaac
 Edwards, Charles Robbins
 Emerson, Henry Lawrence
 Estabrook, Charles Eugene
 Everett, Charles
 Farrar, Granville Robinson
 Faxon, Edward Pope
 Fishel, Jacob Louis
 Flynn, William Patrick
 French, William Sidney
 Gilson, Alfred Henry
 Goodsell, Evelyn Bonn
 Gorman, Charles Frederick
 Gourley, John, Jr.
 Gowen, Caleb Emery
 Gray, Allen Frank, Jr.
 Greene, Frank Eugene
 Hawes, Edward Hall
 Hews, Joseph Richard
 Hunneman, George Hewes
 Hunting, George Stanley
 Keenan, Thomas Henry
 Knights, Francis Hiram
 Langell, Everard Irwin
 Levi, Louis
 Lincoln, David Pratt
 Lincoln, Frederic Walker, Jr.
 Lovis, Andrew Morgan
 Lynch, John Bernard
 Manson, Frederic Tower
 Marshall, Melville Tilden
 Mather, William Herbert
 McAloon, Antoine Aloysius
 McCool, Robert John
 McDonald, Frederic Alexander
 McGill, James Francis
 McKenna, Frank Charles
 M'Kenney, Charles Francis
 Milton, Albert Gookin

Morey, Warren Woodbury
 Moriarty, Edward Joseph
 Mulchinock, John Dennis
 Murphy, John Cunningham
 Noble, Frank Charlton
 Palmer, Benjamin Sanborn
 Parsons, Edward Jenness
 Peabody, Frank Everett
 Pierce, Eugene David
 Porter, Lewis Bates
 Porter, John Allison
 Prentiss, Frederic Herbert
 Preston, Thomas Webb
 Raymond, Frank Freeborn
 Reddy, Robert Franklin
 Richardson, Charles Edward
 Ripley, Edward Franklin
 Robinson, Arthur Burton
 Roskell, George Lindsay
 Roulston, Thomas William
 Sargent, Charles William
 Saunders, Frank Dexter
 Shea, Daniel Joseph
 Simonds, Benjamin Frank P.
 Spicer, Vibe Clay
 Stephenson, Walter Bryant
 Somes, Charles Frank
 Stewart, Charles Edwin
 Sullivan, Eugene Francis
 Sullivan, Michael John
 Summerfield, Edward
 Talbot, Edward Lowell
 Taylor, George Albert
 Tufts, Harry Payne
 Underwood, Arthur Roswell
 Upham, Harry Thomas
 Warner, Albert Eri
 Webb, Henry Edgecombe
 Wheeler, Albert James
 Wheeler, Frederic Loring, Jr.
 Willard, Charles Sumner
 Willis, Charles Orsmer
 Witherell, Julian Franklin
 Wyman, Horace Adelbert

SECOND CLASS.

Adams, Henry
 Allen, George Ellis
 Andrew, Andrew Jerome
 Babcock, Frank Marcellus
 Bachelder, Frank Albert
 Bailey, Parker Nell
 Bellamy, John
 Bennett, Everett True
 Blakeney, Joseph Aloysius
 Blodgett, Charles William
 Blodgett, William Ashley
 Bornstein, Mayer Louis
 Bowles, Henry Byron Means
 Boynton, George Wesley Berret
 Brown, Alfred Winsor
 Brown, Charles Gleason
 Brown, William Francis
 Burke, Richard, Jr.
 Chandler, Oscar
 Chase, William Parton
 Clarke, Eugene Harmon
 Cobb, Charles Hiram
 Coleman, John Bernard
 Conant, George Bancroft
 Converse, Henry Tucker
 Cosgrave, William Thomas
 Cotton, Albert Ellery
 Cowin, Nelson Francis
 Creed, Michael James, Jr.
 Crosbie, Robert Franklin
 Crosby, Edward Harry
 Croston, William Henry
 Dalton, Rufus Hinckley
 Damon, Herbert
 Davis, Charles
 Dexter, Charles Henry
 Donald, David Peter
 Drew, Walter Greenwood
 Drowne, Frederic Haskell
 Duran, John Henry
 Dykes, Alfred, Jr.
 Ellis, Edward Jarvis
 Emmons, James Nathaniel
 Fabyan, John
 Farnsworth, Edward Miller, Jr.

Farren, Thomas George
Fillebrowne, Clarence Reynolds
Flanders, Albert Lewis
Foley, Peter
Foltz, Herbert
Foster, Henry Winslow
Frame, John Franklin
Frost, James Piper
Frye, Frank Henry
Fuller, George Samuel Taylor
Gallivan, Timothy Aloysius
Galvin, John Edward
Gay, Eben Howard
Geary, James Richard
Gill, Gregor Wymond
Glover, Nathan Holbrook
Goodwin, George Albert
Gorman, Timothy Francis
Grover, Frank Martin
Guild, Chester, Jr.
Guinzburg, Henry Aaron
Haley, Robert John
Ham, William John
Harrigan, Timothy Francis
Hartshorn, Eugene Francis
Hawthorne, Robert Samuel
Hayes, James Bernard
Hennessey, John Luke
Heyer, Frank Aloysius
Hill, Walter Bryant
Hilliard, Richard Walter
Hobbs, Frederic Walden
Holland, Charles Fletcher
Holman, Frank Chapin
Hubbard, Eliot
Jennings, Charles Edwin
Johnson, Charles Sanford
Johnson, Henry Augustus
Kelley, Arthur Freeman
Kelliher, John Dennis
Kingman, Abner, Jr.
Kingsbury, Edward Reynolds
Knapp, Samuel Stetson
Knowles, Arthur Jacob
Lapham, William Robert
Leavitt, William Sanborn

Lincoln, Leon Girard
Lodge, John Thomas
Lunt, Albert Francis
Lynch, George Joseph
May, George Alden
McCarthy, Eugene Joseph
McCrillis, James Walter
Means, Arthur Frederic
Miller, Frank Lloyd
Miller, Louis John
Misochi, Jacob Joseph
Mitchell, Edward Courtland, Jr.
Morrison, Philip
Morse, William Frederic
Munsell, Albert Henry
Murphy, James Ambrose
Murphy, Louis Arthur
Murphy, William Jeremiah
Murray, George Francis Henry
Nagles, James Aloysius
Neilson, William Amasa
Newcomb, Edward Herbert
Nickerson, Archibald Stewart
Nickerson, Stephen Westcott
Nickerson, Thomas White, Jr.
Osgood, Edward Augustus
Palmer, John Benjamin
Palmer, William Dudley
Parker, Charles Albert
Patten, Arthur Clifford
Paul, Charles Frederick
Phelps, William Sewall, Jr.
Phillips, Thomas Francis
Pickering, William Henry
Pierce, Arthur Jackson
Pierce, George Alfred
Pond, William Whiting
Pope, Benjamin, Jr.
Pope, Edwin Herbert
Porter, Harry Gardner
Porter, John Ilsley
Powell, Frank Giles
Power, Walter Averno
Prendergast, Daniel Le Roy
Ricker, Hazen Everett
Ripley, Frederick Walker

Roundy, Franklin Fletcher
 Russell, Duncan
 Sanders, Joseph Warren
 Seaverns, Alexander Henry
 Seavey, Millard Clifton
 Sheehan, James Martin
 Shepard, Horace Blanchard
 Shepard, John, Jr.
 Shoninger, Henry
 Skillings, Julius Palmer
 Smith, Perry Fifield
 Snelling, Washington, Jr.
 Spitz, Abraham Peter
 Stanwood, Eben Caldwell
 Stearns, Frank Fisher
 Stone, Mark
 Sullivan, Jeremiah James
 Tarbox, Charles Rudolph
 Tierney, William Joseph
 Towle, Charles Frank
 Wadman, Charles Franklin
 Wainright, Charles Dexter
 Walbridge, Percy Edgar
 Walker, Guy Carleton
 Wallingford, Earnest Emeric
 Warren, George Washington, Jr.
 Watkins, Walter Kendall
 Wentworth, Stephen Fred
 Whidden, Bradley
 Whidden, Eugene Lawrence
 Whitney, Harry Alonzo
 Whitten, Charles Nelson
 Wigley, William Alden
 Wiley, Jesse Sumner
 Williams, Armstrong Tilton
 Williams, Edward Eaton
 Williams, Frank Jones
 Wolf, Marcus
 Wolff, Julius
 Zerrahn, Frank Edward

THIRD CLASS.

Achorn, Kendall Lincoln
 Adams, George
 Alger, William

Allen, Francis Skinner
 Allen, Henry Staey
 Anderson, James Joseph
 Armstrong, John Henry
 Arnold, Allen
 Auster, Walter
 Babcock, Henry Elliot
 Bachelder, John Walter
 Baker, Erastus Frank
 Baldwin, Frank Fenno
 Barrett, Charles Rosmond
 Bartlett, Alfred Herbert
 Batchelder, Harry Augustus
 Blanchard, Charles Frederick
 Bond, Luther Asa Ellis
 Bouvé, James Allen
 Bowditch, Charles Henry
 Bowen, Benjamin James
 Boyd, James
 Bradford, Frank Waldo
 Brooks, Charles Elwell
 Brooks, William Austin
 Brown, George Edward
 Brownell, Henry Grinnel
 Burgess, Clinton Brooks
 Burgess, Howard Kent
 Burley, William Peter
 Burr, Charles Henry
 Burroughs, Marshall A. Lewis
 Butler, Edward James
 Carr, George Montgomery
 Casey, Thomas William
 Chandler, Henry Gardner
 Cherrington, William Church
 Child, John Howard
 Child, Willis Sanford
 Clark, John Joseph
 Clark, Nathan Dearborn
 Clifford, Chandler Robbins
 Cochrane, John Francis
 Coffee, Jeremiah
 Collison, Harvey Newton
 Conness, John, Jr.
 Connor, George Winstow
 Corrigan, John Joseph
 Coyle, John Francis

Crockett, Charles Henry	Frost, Arthur Hamilton
Crooker, Charles Bailey	Gage, Aaron Willis
Crosby, Samuel Travett	Garrett, Andrew Francis
Crowell, Charles Seth	Geary, Daniel Joseph
Cruse, William A. Christian	Gentleman, George John
Cummings, Ciro	Gibbons, Joseph McKean
Cunningham, Charles Edward	Gibbons, Robert Tilden
Currier, Edward Theodore	Glynn, Arthur Henry
Cutler, Edward Arthurson	Gottlob, Jacob
Cutter, Henry Arthur	Graham, Thomas Joseph
Damrell, Charles	Greenberg, Alic
Davenport, Howard Stone	Griffen, James Joseph
Davenport, William Edward	Grovenor, Edmund Ransom
Davis, William Greenman	Halden, Harry
Davis, William Sweetser	Haley, Francis George
Dempsey, Francis Joseph	Harding, Charles Albert
Denham, Matthew Thacher	Haskell, Waldo Clark
Devine, John Augustine	Hastings, Harry Marchant
Dillon, Patrick Henry	Hayes, Walter Lawton
Doane, George Alexander, Jr.	Hegarty, John
Dodge, John Thomas	Heyer, Charles A. Frederick
Dolan, Edwin	Hinkley, George Washington
Dooling, James Joseph	Hitchcock, Hiram Augustus
Doolittle, Frank Laurence	Hoey, Thomas William Charles
Dowling, William Michael	Holmes, Ernest
Duffy, Thomas Francis	Hopkins, William Alden
Dunbar, Thomas Locke	Horton, Charles Henry
Dyer, Frank Wells	Houghton, Michael James
Earle, William Ashbel	Hunt, Edward Anderson
Edwards, William Pierport	Hunt, Michael
Elsbru, Frank Merton	Hurley, Daniel Francis
Elson, Alfred Walter	Hyams, Godfrey Michael
Esterbrook, Henry Wilde	Hyde, William Andrew
Farless, James Harry	Irving, William Nathaniel
Farrar, Frederick Albert	Janes, Charles Wm. Henry, Jr.
Farwell, Henry Lincoln	Jarvis, William Fernice
Fera, George Henry	Johnson, Eugene Percy
Finn, Richard Henry	Joy, Franklin Lawrence
Firth, Charles	Keeler, Edward Fisher
Fisk, Frank Coffin	Kellogg, Frank Gilman
Fitz Gibbon, Frank Joseph	Kelley, George Francis
Fletcher, Henry Oliver	Kezer, William Edward
Flint, George Henry	Kierman, Charles Joseph
Forbush, Frank Mortimer	Kimball, Arthur Seymour
Frazier, George Henry	Kimball, Henry Thornton
Frederick, Frank Seward	Kingman, George Flavel

Knowles, William Joseph
 Kyle, Flavill Winslow
 Lally, William Augustine Peter
 Lamb, John Bernard
 Lane, Frederic Henry
 Lane, Thomas Joseph
 Lappen, Frank
 Leonard, Henry Read
 Loeffler, Charles Samuel
 Loring, Frederic Reeves
 Lotts, Henry Bartlett
 Loveland, Herbert Winslow
 Lynch, John
 Lynch, Samuel Bartlett
 Macdonald, Harry Neilson
 Mackie, Frank
 MacLean, Kenneth Alexander
 Macomber, Chandler
 Magurin, Gilbert Lewis
 Marsh, Elisha Wiley
 Mason, George Buckminster
 McAloon, Augustus Henry
 McCarthy, Michael James
 McCobb, Frank Wilder
 McCrillis, William
 McInerney, James Edward
 McGlinchey, Fred William
 McLaughlin, Fred Hamilton
 McQuarry, Ranald
 Mehegan, Timothy
 Meinrath, Ariel
 Meins, Charles Everett
 Merrill, Thomas
 Miller, Edwin Child
 Milles, William Ambrose
 Moore, John Joseph
 Morrison, Willard Cudworth
 Morse, Charles Frederick
 Morse, Edward Wendell
 Morss, Charles Anthony, Jr.
 Mullen, John
 Mungovan, John Francis
 Murphy, Thomas Joseph
 Myerson, Louis Albert
 Neagle, William
 Neiley, George Abbott

Nerney, John Joseph
 Nickerson, George
 Niles, Lawrence Emery
 North, Mayne Hamilton
 O'Neil, John
 Paradise, Charles William
 Parker, Frank Howard
 Parker, John
 Parr, Charles Samuel
 Perry, Charles Hall
 Perry, Joseph Malcolm
 Phelps, Charles Herbert
 Pierce, Jesse
 Pierce, William Arthur
 Pigeon, Charles Warren
 Pomeroy, William Henry
 Pond, George Warner
 Porter, Frank Albert
 Porter, William Doane
 Pratt, Samuel Barker
 Quimby, Charles Linneanvus
 Quinlan, Patrick
 Quinn, Patrick Francis
 Quinn, Philip Henry
 Renfrew, Charles Park
 Rich, Isaac
 Rich, William Arthur
 Richards, Clarence Orlando
 Roach, Albert James
 Rollins, William Stacy
 Ruddell, William John
 Russell, John Henry Nicholas
 Ryder, Charles Christopher
 Sampson, Christian Henry
 Sampson, George Harvey
 Sanford, Joseph Briggs
 Sawyer, Fred Russell
 Scanlon, John Joseph
 Schlimper, Henry
 Scollard, Cornelius James
 Seaverns, Stanley Eugene
 Shepard, David Paul
 Slaterry, Thomas Francis
 Small, Herbert Elwin
 Smith, George Ammi
 Snelling, George Edward

Souther, John Frank
 Spaulding, Albert Day
 Spear, Alfred
 Spinney, Edwin Rogers
 Standish, James Martin
 Stanton, William John
 Stanwood, Frederick Storer
 Staples, Walter James
 Stetson, Edwin Emerson
 Stone, Henry Eben
 Stowers, Frank
 Strauss, Louis
 Sullivan, Henry Augustus
 Swallow, William Herbert
 Taylor, Frank Forrest
 Taylor, Frederic Patterson
 Tenney, Harry Warner
 Thayer, Harry Francis
 Treadwell, William Percus
 Troombly, James Frederick
 Union, Frank Loring
 Utley, Charles Henry
 Varney, George Herbert
 Waitt, Arthur Manning
 Wardwell, George Jarvis
 Ware, Bruce Richardson
 Warshauer, Henry
 Webber, Charles Howard

Welch, William John Patrick
 Weltch, Frank Ernest
 Weston, Arthur Henry
 Whidden, Renton
 White, Albion Page
 Whiting, William Sawin
 Whitman, Albert Louis
 Whitney, Frank Cole
 Whitney, William Henry
 Wilbor, Albert Gallatin, Jr.
 Wilde, Edward Cabot
 Wilder, Charles Willoughby
 Wilkie, James, Jr.
 Willis, Benjamin Cushing
 Wilson, Frank Ashbury
 Withington, Joseph Cotton
 Woods, Frank Forest
 Wright, Merle St. Croix
 Wunderlich, Gustave
 Wyman, James Taylor

SUMMARY.

Advanced Class . . .	16
First Class . . .	114
Second Class . . .	177
Third Class . . .	281
Total	588

GIRLS' HIGH AND NORMAL SCHOOL.

THE Committee on the Girls' High and Normal School respectfully present their annual

REPORT.

After long and mature deliberation, a majority of the School Board deemed it advisable to separate the Normal from the Girls' High School, and this separation went thoroughly into effect at the conclusion of the regular school year in July, 1872.

Previously to that time, girls who had no other object in study than to secure as good an education as the Public Schools of Boston would afford, and girls who proposed to prepare themselves for teachers, worked together, side by side, under the superintendence of the same instructors; whose labors were regulated and arranged by one and the same head-master, Ephraim Hunt, LL. D.

A Model Primary School also existed in connection with the Normal Department of the High School, which was of great service, not only to the children composing it, but in preparing members of the Normal Class for the duties they proposed to undertake as teachers.

Upon the establishment of a separate Normal School, and the appointment of a head-master to its special charge, with the understanding that only graduates from this or other high schools of the same grade, or persons whose talents and attainments were on a par with such graduates, were to be admitted to its membership, this model school was given up, greatly to the sorrow of those whose children were so fortunate as to have been connected with it; its special teachers were transferred to the Normal School, and thereafter the Girls' High School was regulated without reference to subsequent callings or pursuits on the part of its graduates.

The success which continues to attend the regular routine of studies, recitations and lectures in this school more than equals the anticipations of those who established it, and fully justifies the large expense involved under its present management. The spacious accommodations of the new building on West Newton street, with the well-appointed laboratories and cabinets, affording to pupils more and more information upon Chemistry, Botany, Physiology, Natural History and Geology, are better and better appreciated the longer they are used.

Although complaint continues to be made that the course of study necessitates a "pressure" which only the more vigorous constitutions can endure unimpaired, and the usual percentage of pupils continues to fall off previous to examinations for the Middle and Senior years, it seems to the committee that all

which can be done has been done to meet the average requirements of the age, and adapt the work of the school to the health and strength of the pupils who enter.

In view of the demand constantly made on the part of a few gifted and studious young women desiring to prolong their culture and investigations beyond the period of three years, an advanced year has been authorized, during which lectures on American History are delivered by Dr. Eliot, and recitations heard in the Latin, French and German languages, Ethics, Intellectual Philosophy, English Literature, Analytical Geometry and Calculus.

The study of Botany has been pursued under specially favorable circumstances during the year, owing to the fact that an appropriation of one hundred dollars from the Committee on Accounts enabled Mr. William Edwards, of Eliot, to furnish classes with specimens culled freshly from the fields or conservatories every day.

In drawing and music the pupils have made rapid and commendable progress, and much has been done in both these branches to disabuse the public mind of the idea, unfortunately too common in this country heretofore, that only the exceptionally gifted can acquire skill in these great arts. For the present, the public literary exercises, formerly held once a month, have been suspended, and in lieu thereof, a weekly gathering takes place in the hall, at which compositions are read, prepared by the pupils with special reference to this occasion.

As it was found, in providing for the study of chemistry, that the time of Miss Bessie T. Capen, the teacher, was so much taken up in the manipulation of apparatus and materials, as seriously to interfere with her usefulness as an instructor, she has been supplied with an associate or assistant, and, thus relieved, has been enabled to devote herself entirely to teaching.

The corps of instructors now comprises one head-master, one master's assistant, one teacher of chemistry, four head assistants, eighteen assistants, and five special teachers, making thirty teachers in all, and it is cause for special congratulation that the services of so many faithful, able and accomplished gentlemen and ladies have been secured to the city in this capacity; and supplied with abundant resources in the way of apparatus, materials, specimens, reference-books, maps, charts, etc., they have been enabled, during the year past, to prosecute their labors with so much energy and success. The spirit of the pupils has been in every way commendable. With the accompanying statistics, details, etc., the report is respectfully submitted for the Committee.

SENIOR CLASS.

GEOLOGY EXAMINATION, 1871-72.

- I. Distinguish between igneous and metamorphic rocks.
- II. Of what does granite consist? Syenite?
- III. Name the different geological ages of the world.
- IV. By what is the age of a rock chiefly determined?
- V. What was the form of the North America of the Azoic Age, and where was it situated?
- VI. What are the mechanical effects of water? Name any remarkable instance of erosion by fresh water.
- VII. What are glaciers? Moraines?
- VIII. What are some of the proofs of the internal heat of the earth?
- IX. How are volcanoes distributed?
- X. What is the cause of land-slides?

HISTORY EXAMINATION.

Ancient History.

- I. Name the sources of Ancient History.
- II. Name the great empires of antiquity in the order of their supremacy.
- III. Give the distinguishing characteristics of the Athenians, of the Spartans.
- IV. Give a brief account of the Persian War (battles, generals, and results).
- V. Designate the periods of literary and artistic excellence in the history of Greece. Of Rome.
- VI. Name the different forms of government tried by the Romans, and in the orders of trial.
- VII. Name the most important Roman Wars in order, and state the results of each.

VIII. For what were the Gracchi celebrated?

IX. Describe briefly the religions of the Greeks and Romans.

X. Name the first Christian emperor, date, and the important events of his reign.

Modern History.

I. What French kings were contemporary with Elizabeth?

II. State briefly what were the principal effects of the Norman Conquest.

III. For what are the reigns of Henry II., John, Henry III., and Henry VIII remarkable?

IV. What was the edict of Nantes, by whom granted, by whom revoked?

V. What were some of the causes of the French revolution of 1789?

VI. State the principal causes that led to the execution of Charles I., of England.

VII. Name the three last wars in which the French were engaged.

VIII. Tell what you know of the efforts to establish a Republic in France.

IX. Mention four noted battles in which the French and English were opposed to each other.

X. Speak briefly of the conflicts between church and state in England.

TRIGONOMETRY EXAMINATION.

I. Name and illustrate all the trigonometrical functions of an arc.

II. Prove that in any plane triangle the sides are proportional to the sines of the opposite angles.

III. Prove that in any plane triangle the sum of any two sides is to their difference as the tangent of half the sum of the opposite angles is to the tangent of half their difference.

IV. In a triangle the side $AB = 532$.

“ “ $BC = 358$.

“ “ $\text{angle } C = 107^\circ 40'$.

Required the other parts.

V. In a triangle the side $AB = 176$.

“ “ $AC = 133$.

“ $\text{angle } A = 73^\circ$.

Required the other parts.

NATURAL PHILOSOPHY EXAMINATION.

I. A body weighs three pounds in air, and one pound in water ; what is its specific gravity?

II. Explain the experiments you have performed or assisted at, with the pendulum.

III. Give the law of equilibrium of machines ; and solve the following problem. Lever 10 feet long, fulcrum 1 foot from weight (1,000 pounds), what is the power?

IV. Draw and explain common suction pump.

V. Name and illustrate the modes of communication of heat.

VI. Describe the solar spectrum.

VII. Trace parallel rays on convex and concave mirrors ; and through double convex and concave lenses.

VIII. Name three experiments you have performed in optics, and state what they established.

IX. Describe briefly three experiments in electricity, and state the facts established thereby.

X. Explain induction in electricity and magnetism.

ASTRONOMY EXAMINATION.

- I. Define Elongation, Nodes, Radius-Vector, and Aphelion.
- II. Find the synodic period of Jupiter.
- III. Where is twilight longest? Why?
- IV. What is the right ascension of the sun at the winter solstice?
- V. The declination of a star is 20° S.; what is its meridian altitude at Boston?
- VI. What is the equation of time? When is it greatest? When least?
- VII. Find the distance of the sun.
- VIII. State three observations you have made yourself, upon the heavenly bodies. Of what astronomical facts were they explanatory?
- IX. Which are more numerous, solar or lunar eclipses? Why? Which are more likely to be visible at any one place? Why?
- X. Define spring and neap tides.

LATIN.

- I. What is the subject of the Sixth Book of the *Æneid*?
- II. Give some account of the Harpies and of the Cyclops.
- III. Translate: (*Æneid*, Book IV., l. 556-61)—
Huic se forma dei vultu redeuntis, eodem
 Obtulit in somnis, rursusque ita visa monere est,
Omnia Mercurio similis, vocemque coloremque.
 Et crines flavos et membra decora juventa;
 Nate *dea*, portes hoc sub casu ducere somnos,
 Nec, quæ te circum *stent* deinde pericula cernis?
- IV. Parse the words indicated in the above.
- V. Scan the following lines: —
 Principio cælum ac terras camposque liquentis.
 Lucentemque globum lunæ Titaniaque astra.

GERMAN.

I. Translate into English : —

O! das Leben, Vater,
 Hat Reize, die wir nie gekannt. — Wir haben
 Des schönen Lebens öde Küste nur
 Wie ein umirrend Räubersvolk befahren
 Das, in sein dumpfig enges Schiff gepresst,
 Im wüsten Meer mit wüsten Sitten haust,
 Vom grossen Land nichts als die Buchten kennt,
 Wom die Diebeslandung wagen darf.
 Was in den innern Thälern Köstliches
 Das Land verbirgt, o! davon — davon ist
 Auf unsrer wilden Fahrt, uns nichts erschienen.

II. Conjugate : *I had appeared* in both numbers.III. Conjugate : *I was pressed* in both numbers.

IV. Give the principal parts of all strong and all irregular verbs in this text.

V. Decline *a narrow ship* in the singular.VI. What declension is *enges*, and why used here?VII. What is left out after *gekannt*, and by what rule?

VIII. Translate : I knew the father, but not the son.

IX. Translate : The land which lies at the coast.

X. Translate : When he came I went away.

FRENCH.

I. Translate into idiomatic French : —

- (1.) Why, you've never said a word about it till now.
- (2.) Better and better.
- (3.) And what of that, pray?
- (4.) There's mischief enough done, as it is.

II. Translate : —

- (1.) Vous feriez mieux de vous en rappoter entièrement à moi.

(2.) Si je m'étais douté de cela.

(3.) Il est venu à l'idée à ma sœur et à moi.

III. Correct : —

(1.) Allez et priez à votre mere a venir ici à l'instant.

(2.) Je ne doute pas que vous avez raison.

(3.) Il sera difficile a vous entendre.

IV. Translate into idiomatic French : —

Potter. Why, the fact is, it's been my sister's doing all along ; and now she's undertaken for me to take fifty more shares, and, as they must be paid for out of the money due under Emmy's settlement, she thought you might have no objection to the arrangement ; and, meanwhile, that you would take the interest of Emmy's money instead of the principal.

V. Translate : —

Emilia. Toute cette faveur ne me rend pas mon père ;
Et de quelque façon que l'on me considère,
Abondante en richesse, ou puissante en crédit,
Je demeure toujours la fille d'un proscrit.
Les bienfaits ne font pas toujours ce que tu penses,
D'une main odieuse ils tiennent lieu d'offenses.

VI. Translate : —

DEAR MISS ABBOTT, — Will you come and take tea with me to-morrow evening? I have invited Miss Drake and her brother from Newton.

Your friend,

MARY COOK.

BOSTON, June 25, 1872.

VII. Translate : —

Hawksley. Indeed! A punster might be provoked into saying it was proper work for a flat. [All laugh.]

Mildmay. Flat? Oh, I see. Very good — very good indeed. Would you like to try your hand?

Hawksley. No, thank you. I've no talent for the fine arts. Charming color, isn't it, ladies? One would say Mildmay had a natural eye for green.

VIII. Translate:—

Question. How do you do, Miss Clark? I am delighted to see you. How long have you been in town?

Answer. I came a week ago. Can't you come and see me tomorrow? I must go home soon.

IX. Translate:—

Baptiste. Messieurs, je ne vous quitte pas; je ne resterais pas seul ici pour un empire.

Frédérie. Que veux tu dire? [Regardant Gustave qui fait à Baptiste des signes de se taire.] Eh, mais! qu'as tu donc aussi? . . . je n'avais pas remarqué d'abord; mais je te trouve aussi changé que Baptiste. [En riant.] Est-ce que vous auriez vu le fantôme, par hasard?

X. Pronunciation.

MIDDLE CLASS.

ENGLISH LITERATURE.

I. Name one or more of the important productions of each of the authors you have studied, with the author's name.

II. Quote from Tennyson, Goldsmith, and Addison.

III. Select any passage from Macaulay's prose, and show elements of style.

IV. Of the authors studied, which one do you prefer? Reasons.

V. Name your favorite production of your favorite author; give the plan of it; and characteristics of style.

PHYSIOLOGY.

I. What are the processes to which a mouthful of nutritious food must be subjected before it enters the circulation?

II. Describe the perspiratory apparatus and its uses.

III. Describe the circulation of the blood.

IV. Name secreting organs and their secretions.

ZOOLOGY.

I. Classify the horse, common sheep, cat-bird, and golden-winged woodpecker.

II. What can you say of the different forms of the beaks of birds?

III. State the characteristics of the Quadrumana.

IV. Describe the order Pachydermata and name some typical animals of the order.

V. Give some points of similarity between the Raptores of Aves, and the Carnivora of Mammalia.

VI. What can you say of the circulation and respiration of Marine Mammals?

VII. What are the peculiarities in the teeth of the Rodentia? Show the adaptation of these to the habits of the order.

VIII. Name the sub-orders of Carnivora, and give a definition of each.

IX. Name and give the situation of the feathers of a bird's wing.

X. Classify and describe the bald eagle.

FRENCH.

I. Translate: Michel-Ange n'avait pas encore quatorze ans lorsqu'après avoir copié un petit tableau appartenant à un ami de son maître, il se détermina à garder l'original et de rendre la copie, qu'il enfuma légèrement, afin de lui donner un certain vernis d'antiquité. Ni Dominique ni son ami ne s'aperçurent de cette substitution, et il fallut que Michel-Ange la leur avovât pour qu'on lui remit son ouvrage.

II. Translate into French:—

(1.) Give me some pens and some good paper.

(2.) There are too many mistakes in your translation.

(3.) We are going to Paris.

(4.) I am cold and sleepy.

(5.) It is very warm to-day.

III. Write the imperfect indicative, and the imperfect subjunctive of the verb *finir*.

IV. Give all the irregular tenses of the verbs *aller* and *faire*.

V. Give the rules for the agreement of the past participle.

VI. Give three cases in which the definite article before the noun is omitted after *de*.

VII. Give the plural of *bétail*, *bataille*, *détail*, *travail*, *gentil-homme*, and the singular of *ceux* and *desquelles*.

VIII. Translate into English : —

“Avez-vous assisté au concert?”

“Je vous engage à y aller.”

Il avait de rares dispositions pour le dessin, et il l'emportait sur tous ses rivaux.

IX. Translate into French : —

“Charles was born in France, on the 10th of June, 1547, when Henry VIII., was king of England, at Caen, a little town whose inhabitants are neither poor nor rich, but all honest and respectable.

X. Pronunciation.

TRIGONOMETRY.

I. From the top of a house whose height is 30 feet, I observe the angle of depression of an object standing on the same horizontal plane with the house to be $36^{\circ} 52' 12''$. What is the distance of the object from the base of the house, and what is the length of a line that will just connect the object with the top of the house?

II. From the top of a tower whose height is 108 feet, the angles of depression to the top and bottom of a vertical column standing on the horizontal plane, are found to be 30° and 60° respectively. What is the height of the column?

III. State all the principles concerning the characteristics of logarithms.

IV. Name and define all the functions of arcs.

V. Given two sides and the included angle of a triangle, how shall the remaining parts be found?

GERMAN.

I. Translate into English : —

Als er an seine Wohnung gekommen, war es fast völlig dunkel geworden ; er stolperte die Treppe hinauf und trat in seine Stube. Ein süßer Duft schlug ihm entgegen. Mit zitternder Hand zündete er sein Licht an ; da lag ein mächtiges Packet auf dem Tisch, und als er es öffnete, fielen die wohlbekannten braunen Festkuchen heraus ; auf einigen waren die anfangsbuchstaben seines Namens in zucker ausgestreut ; das konnte Nieniad anders als Elisabeth gethan haben.

II. State the gender and case of all personal pronouns in the text.

III. Conjugate *werden* in the present indicative.

IV. “ *schlagen* in the past indicative of the passive voice.

V. Give the principal parts of the first four strong verbs in the text.

VI. What prefixes are always inseparable?

VII. Decline *the trembling hand* in singular.

VIII. Translate into German : —

He had not come into his room.

IX. Translate : On the table stood a candle.

X. “ What will you do in the room?

LATIN.

I. Translate : —

In primis hoc *volunt* persuadere, non interire *animas*, sed ab aliis post mortem *transire* ad alios, atque hoc maximè ad virtutem excitari putant, *metu* mortis neglecto. Multa prætereà de sideribus atque eorum motu, de mundi ac terrarum magnitudine, de rerum naturâ, de deorum immortalium vi ac potestate, disputant et *juventuti tradunt*.

II. Parse the nouns and pronouns in italics in the above.

III. Parse the verbs indicated in the same, and give some English derivations from them.

IV. Translate in three forms. He sent men to plough the field.

V. In the following sentence indicate the cases and moods required by the Latin idiom:—

“When Regulus came to Rome he said that he was no longer a senator, since he had come into the power of the enemy.”

JUNIOR CLASS.

CHEMISTRY EXAMINATION.

I. Define acids: name three, and some of their important compounds.

II. Give the properties and preparation of hydrogen.

III. Name the principal properties of carbonic acids; and how is it made?

IV. Define allotropism and illustrate.

V. What is the cause of light in ordinary flame?

VI. Give the chemical action of chlorine in bleaching.

VII. Give the chemistry of soap-making.

VIII. Explain the action of soap on hard water.

IX. How does the oxhydrogen flame differ from ordinary flame?

X. State the difference between organic and inorganic chemistry.

RHETORIC EXAMINATION.

I. What is meant by effectiveness of style? What are some of the principal means of effectiveness?

II. Define and illustrate metonymy and epigram.

III. What advantages has metaphor over simile?

IV. Point out the figures in the following passages:—

1. The depth said, it is not in me;
And the sea said, it is not with me.
2. Knowledge, the wing wherewith we fly to Heaven.
3. In peace thou art the gale of spring;
In war the mountain storm.

4. The shot of the enemy mowed down our ranks.
5. Beauty unadorned 's adorned the most.
- V. Define allegory, and name its different forms.
- VI. " brevity " " the fault opposed to it.
- VI. " simplicity in style, and mention some classes of simple terms.
- VIII. Define strength and sublimity as a quality of style.
" beauty as a quality of style. Name the qualities essential to both.
- IX. What is meant by taste in composition, and what is the standard of taste?
- X. Distinguish between wit and humor, and illustrate. Mention some celebrated wits.

MINERALOGY EXAMINATION.

- I. Define Mineralogy, and state the difference between a mineral and a vegetable.
- II. Name five minerals, giving the chemical composition, and stating one important fact respecting each.
- III. Name and illustrate the different modes of crystallization. State any case of change in crystallization in solids.
- IV. What mineral is most abundant? State its chemical composition. Name the principal varieties. What are some of its principal uses in nature and in the arts?
- V. Give the chemical composition of plaster of Paris. How does it differ from gypsum? How is it affected by acids? Why?
- VI. Give the fundamental crystalline form of calcite, its action before the blow-pipe, and with acids.
- VII. State the difference between granite, gneiss and syenite. What is the composition of granite?
- VIII. Give a complete description of iron pyrites. Why cannot good iron be easily obtained from pyrites? What important articles of commerce are obtained from it?

IX. What is galena? Give its crystalline form and chemical composition.

X. State some of the methods by which metals are separated from their ores.

LITERATURE EXAMINATION.

I. Name the chief varieties of poetry.

Define lyric poetry, and illustrate some of its varieties.

II. Define epic poetry. Mention some of its classes.

III. Mention the distinguishing characteristics of the Great Epic, and mention as many of the Great Epic poems as you can remember.

IV. Quote from four poets.

V. To what class of poetry does "Evangeline" belong? What is the metre? Mention some of its beauties.

VI. What kind of poetry do you prefer? Mention one of your favorite selections, giving reason for choice.

VII. Characterize Irving's style; name some of his principal works.

VIII. Which of his works do you prefer? Give the reason.

IX. Quote from Irving, indicating the source.

X. Quote from Lowell.

ALGEBRA EXAMINATION.

I. Define term, member, binomial.

II. Define equation of the first degree, pure quadratic, affected quadratic.

III. Divide $x^3 - 5x^2 - 46x - 40$ by $x + 4$.

IV. $\frac{5x-7}{2} - \frac{2x+7}{3} = 3x-14$. Find x .

V. *G. C. D.* and *L. C. M.* of $3x^2y + 3xy^2$ and $3x^2 + 6xy + 3y^2$.

VI.
$$\left. \begin{array}{l} \frac{1)x+4}{y} = \frac{1}{2} \\ \frac{2)x}{y+7} = \frac{1}{5} \end{array} \right\} \text{ Find } x \text{ and } y.$$

VII. $x^0 = ? \frac{0}{0} = ? m \times 0 = ? \frac{a}{0} = ?$

VIII. Find a quantity, which being divided by a and b , the sum of the quotients will be c .

Make Rule.

IX. Amount, principal and time being given, find the formula for the rate.

X. $\frac{x}{x+1} + \frac{x+1}{x} = \frac{13}{6}$. Find x .

BOTANY EXAMINATION.

I. Describe an exogenous stem, and give the other characteristics of a plant which has it.

II. Explain the structure and use of the leaf.

III. When should trees be transplanted? Why?

IV. Describe the different modes by which plants propagate naturally.

V. How may a compound pistil be recognized?

VI. Describe the fruit of the strawberry, raspberry, apple, fig, orange.

VII. Is nourishment stored up in plants in the form of sugar or of starch? Why?

VIII. What are the characteristics of the rose family?

IX. }
X. } Analysis of the *Azalea viscosa*.

LATIN.

I. Translate: *Apud Helvetios longe nobilissimus fuit et ditissimus Orgetorix. Is, H. Hersala et H. Pisone consulibus, regni cupiditate inductus conjurationem nobilitatis fecit, et civitati persuasit ut de finibus suis cum omnibus copiis exirent.*

II. Parse the words indicated in the above.

III. Decline *is, consulibus, regni*.

IV. Give the principal parts and the synopsis in the third person singular, of *persuasit*.

V. *Consilia delendi urbes*: Change this to another form and define each.

GERMAN.

I. Translate into English: —

Als Otilie, ausser Athem und fast ohne Bewusstsein, auf der Anhöhe angekommen war, und sich von ihrem Schrecken etwas erholt hatte, blickte sie um sich und rief mit Entsetzen: "Wo ist mein kleinstes Kind, mein Konrad?" Das Kind hatte in der Wiege neben dem Bette der Mutter gelegen. Das Wasser war so plötzlich in die Kammer eingedrungen dass die Wiege sogleich zu schwimmen anfang, und von der Stelle hinweggerissen wurde.

II. Give the definite article in full.

III. Give the present indicative of *haben*.

IV. Give the past indicative of *schwimmen*.

V. State the number and case of all possessive pronouns used in this text.

VI. Give the principal parts of four strong verbs found in the text.

VII. Conjugate *blicken* in the present indicative.

Translate into German: —

VIII. The mother stood on the hill.

IX. The child lies in the cradle.

X. He has called me.

WARREN H. CUDWORTH,

Chairman.

Number admitted to the Girls' High School, from different Schools, in each year, from September, 1852, to September, 1872, inclusive.

NAMES OF SCHOOLS.	1852-3.	1853-4.	1854-5.	1855-6.	1856-7.	1857-8.	1858-9.	1859-60.	1860-1.	1861-2.	1862-3.	1863-4.	1864-5.	1865-6.	1866-7.	1867-8.	1868-9.	1869-70.	1870-1.	1871-2.	1872.	Total.
Adams . . .	.	.	.	.	4	4	8	5	9	4	4	5	3	6	5	5	8	4	10	16	100	
Bigelow . .	9	10	7	7	9	4	8	11	4	10	12	7	6	7	5	3	10	8	.	.	.	137
Bowditch . .	.	.	.	.	.	.	.	.	.	4	6	3	4	2	5	4	5	3	8	4	8	56
Bowdoin . .	14	13	14	7	14	12	17	13	10	18	16	10	8	16	16	12	9	17	19	17	20	292
Boylston . .	2	4	.	1	1	.	2	2	2	.	.	.	.	.	.	.	.	.	.	.	7	21
Chapman . .	8	3	4	5	9	4	4	12	7	1	7	8	6	11	5	12	5	11	11	8	10	151
Comins . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1	7	4	8	11	31
Dearborn . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	3	4	7
Dorches'r H.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	6	1	1	8
Dudley . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	8	6	2	16
Dwight . . .	2	2	4	6	4	8	8	8	8	.	.	.	.	.	.	.	.	.	.	.	.	50
Everett . . .	.	.	.	.	.	.	.	.	.	13	9	20	16	21	23	19	15	26	29	38	35	269
Everett, (D.)	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	2	6	2	10
Francis st. .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1	.	.	.	.	1
Franklin . .	8	4	7	9	5	12	10	20	13	14	13	17	12	10	17	19	17	24	26	24	28	309
Gibson . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	4	2	6
Hancock . .	4	5	2	6	13	9	8	13	12	8	16	9	10	12	9	9	7	13	12	19	20	216
Harris . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	2	4	6
No. Johnson	5	6	6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	17
So. Johnson	.	5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	5
Lawrence . .	.	.	.	5	1	1	5	4	7	3	6	4	6	1	5	.	.	.	.	.	.	48
Lewis . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	12	6	6	24
Lincoln . . .	.	.	.	.	.	.	.	7	7	7	7	8	7	5	2	4	12	13	16	16	111	
Lyman . . .	4	11	5	10	3	2	3	1	4	3	2	4	4	3	2	4	5	2	2	5	7	86
Mather . . .	3	4	2	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	9
Mather (D.)	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1	2	.	3
Minot . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	3	1	4
Norcross . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	3	8	16	12	22	61
Otis	3	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	3
Prescott . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	3	3	7	4	7	10	34
Sherwin . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1	.	1
Shurtleff . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	16	19	19	54
Wells . . .	13	6	4	14	6	6	7	16	8	12	7	8	6	4	14	11	10	11	10	8	8	189
Winthrop . .	8	4	3	18	11	14	10	14	21	22	24	17	14	10	17	18	16	17	16	28	22	324
Oth'r sources	21	12	15	22	12	13	13	21	14	27	31	35	65	53	67	45	89	99	75	69	59	857
Total . . .	104	89	73	105	92	89	95	144	119	155	157	155	168	165	197	171	205	273	294	325	341	3516
Graduated	28	23	23	25	30	28	39	57	46	58	59	52	57	39	72	62	75	94	.	.	.	.

CATALOGUE OF THE TEACHERS AND PUPILS OF THE GIRLS' HIGH SCHOOL, OCTOBER 1, 1872.

HEAD-MASTER.

SAMUEL ELIOT.

MASTER'S-ASSISTANT.

HARRIET E. CARYL.

TEACHER OF CHEMISTRY.

BESSIE T. CAPEN.

HEAD-ASSISTANTS.

MARGARET A. BADGER,
EMMA A. TEMPLE,

KATHARINE KNAPP,
MARY E. SCATES.

ASSISTANTS.

ADELINE L. SYLVESTER,
ELIZABETH C. LIGHT,
LUCY O. FESSENDEN,
JULIA A. JELLISON,
ADELINE S. TUFTS,
ALICE M. WELLINGTON,
EMERETTE O. PATCH,
REBECCA R. JOSLIN,
S. ANNIE SHOREY,

AUGUSTA C. KIMBALL,
ELLEN O. SWAIN,
MARY E. HOLBROOK,
FLORENCE GRAY,
LUCY R. WOODS,
ELLEN M. FOLSOM,
MARY J. ALLISON,
LAURA B. WHITE.

PROSPÈRE MORAND, TEACHER OF FRENCH.

E. C. F. KRAUSS, " " GERMAN.

JULIUS EICHBERG, " " MUSIC.

HENRY HITCHINGS, " " DRAWING.

MERCY A. BAILEY, " " "

PUPILS.

ADVANCED CLASS.

Aldrich, Millie A.
Babcock, Nellie S.
Baker, Carrie L.
Boyden, Ida L.
Bridge, Annie P.
Comer, Fannie T.
Davenport, Josie F.
Lothrop, Carrie T.
Morrill, Julia L.
Morrison, Mary G.
Murray, Parnell S.
Page, Lilia
Schlegel, Frances
Webb, Anna W.
Webb, Bessie T.
Wilbor, Lizzie — 16.

SENIOR CLASS.

Adams, Helen M.
Aldrich, Jessie S.
Anderson, Lena G.
Anderson, Mary E.
Ashley, Cora I.
Atwood, Ella C.
Austin, Allie N.
Austin, Alma J.
Babson, Kate
Baldwin, Josephine
Bartlett, Charlotte A.
Beeching, Mary A.
Bemis, Annie L.
Bickford, Sarah E.
Blaisdell, Adelaide C.
Bond, Annie M.
Bradley, Anna J.
Bradley, Mary
Brown, Jessie
Brown, Lizzie H.
Bryant, Maggie E.
Buckley, Rebecca A.
Bucknam, Josephine A.
Carlton, Ella J.
Carr, Maria F. A.

Chandler, Adelaide D.
Cline, Ada F.
Clough, Annie M.
Colburn, Mary
Colcord, Abby A.
Coleman, Florette
Connor, Alice N.
Corey, Lizzie E.
Cotter, Josephine M.
Conley, Mary E.
Coursey, Mary E.
Cowdin, Ella F.
Cowdrey, Jeannie M.
Crawford, Elizabeth
Cullen, Fannie C.
Curtis, Kittie W.
Cushing, Alice M.
Dale, Sabine F.
Dike, Cora E.
Donnegan, Marcella
Drew, Annie
Eastman, Clara B.
Edwards, Clara
Egerton, Carrie M.
Ellis, Clara
Ellison, Amanda
Fillebrown, Carrie O.
Fitzgerald, Katie E.
Flagg, Clara
Fobes, Carrie
Fobler, Jane F.
Fullarton, Ella L.
Geer, Grace W.
Glawson, Emma C.
Gove, Emma
Gunn, Katie S.
Hanson, Helen I.
Hargrave, Annie
Haskins, Elizabeth D.
Haven, Fannie
Haydn, Carrie W.
Hill, Silence
Hinckley, Louie H.
Hines, Mabel F.
Hobart, Minnie L.
Hollis, Cynthia E.

Howes, Lizzie G.
 Hurley, Margaret
 Hutchins, Mary F.
 Jacobs, Adelaide A.
 Johnson, Lucy
 Knox, Margaret A.
 Lane, Fannie
 Leahy, Frances E.
 Leary, Mary
 Leighton, Amelia L.
 Littlefield, Alice L.
 Lothrop, Caroline
 Marliave, Julia D. C.
 Marlow, Kate K.
 Mason, M. Ella
 McCluer, Alice M. B.
 McDermot, Nellie
 McDonough, Elizabeth F.
 McKay, Cressy
 McLaughlin, Sarah J.
 Merriam, Ida
 Merritt, Mary
 Meston, Adelaide
 Mitts, Mary E.
 Monahan, Mary J.
 Montgomery, Mary
 Moore, Nellie
 Morrison, Rebecca
 Murphy, Agnes J.
 Noonan, Ellen
 Noyes, Eliza W.
 O'Connor, Teresa
 O'Neil, Rosa
 O'Neill, Sarah V.
 Oviatt, Martha S.
 Paul, Fannie
 Peabody, Louie M.
 Perry, Leila
 Phalon, Alice C.
 Piper, Anna D.
 Power, Nellie M.
 Powers, Mary B.
 Putnam, Ella G.
 Putnam, Emma C.
 Raymond, Mary F.
 Richardson, Cevilla R.

Riley, Margaret F.
 Roys, Viola G.
 Ryan, Alice
 Sanford, Minnie
 Sawtell, Mary
 Slavin, Susie
 Smith, Lizzie L.
 Smith, Maria J.
 Smith, Marion F.
 Smith, Mary
 Snow, Anna M.
 Steel, Helen C.
 Stone, Ellen A.
 Summers, Katie S.
 Talbot, Gertrude
 Taylor, Ella M.
 Taylor, Ida F.
 Tiernay, Mary E.
 Torrey, Emeline E.
 Towle, Mary E.
 Tufts, Henrietta
 Vinal, Jennie M.
 Wallace, Ellen L.
 Waller, Mary E.
 Westcott, Belle
 Wheelock, Emma
 Whitmore, Frances A.
 Willard, Fannie L.
 Winchell, Mary B.
 Wolcott, Hattie F.
 Young, Esther — 148.

MIDDLE CLASS.

Abbott, Ellen M.
 Adams, Susie M.
 Alden, Edith F.
 Allen, Georgianna
 Allen, Mary E.
 Ames, Mary E.
 Andrews, Martha L.
 Bailey, Mary E.
 Bailey, Valetta J.
 Ball, Frances E.
 Barrett, Alice M.
 Bell, Charlotte R.

Bell, Minnie F.
Bennett, Katie E.
Bibbey, Mary L.
Bigelow, Florence J.
Billings, Elizabeth F.
Blodgett, Minnie L.
Booth, Clara H.
Brawley, Margaret E.
Brooks, Emma G.
Brown, Sarah A.
Browning, Mary L.
Bruce, Helen E.
Bryant, Mary E.
Bryant, Sarah
Bulling, Jessie E.
Bumstead, Emma W.
Burgess, Helen
Burton, Annie A.
Carney, Jennie M.
Caulkins, Maria L.
Chadbourne, Elizabeth S.
Chase, Belle M.
Cheney, Jennie A.
Clifford, Anna A.
Collison, Alicia J.
Cooke, Lizzie L.
Coughlin, Julia F.
Courtney, Mary E. A.
Cooke, Flora I.
Crosby, Lena J.
Cunningham, Mary T.
Curtis, Susie W.
Davis, Annie M.
Dennison, Henrietta F.
Dolbeare, Alice G.
Dore, Annie M.
Driffin, Annie E.
Drew, Maggie A.
Dudley, Carrie M.
Ellis, Florence L.
Ellithorpe, Sarah B.
English, Rebecca F.
Evans, Julia A.
Flynn, Minnie E.
Forsaith, Ella F.
Foster, Mary E.

Fuller, Lizzie M.
Fuller, Medora O.
Gainey, Annie F.
Gale, Emma L.
George, Katharine W.
Geyer, Susie E.
Ginniss, Florence E. W.
Gleason, Jennie M.
Goetz, Eva M.
Gogin, Emma C.
Goodwin, Lucy A.
Goodwin, Mary A.
Gookin, Kate R.
Gott, Annie C.
Grady, Mary
Grant, Margaret C.
Gray, Sarah A.
Grover, Lizzie A.
Gupstill, Alma J.
Hagan, Rosanna E.
Hall, Nettie
Hamblin, Florence E.
Harlow, Carrie A.
Harlow, Susan L.
Haydn, Lelia R.
Haynes, Alice F.
Hersey, Clara
Hinckley, Esther M.
Hinman, Belle B.
Hitchcock, Annie C.
Holmes, Evvie T.
Hooper, Grace E.
Hubbard, Carrie C.
Ide, Mary E.
Jameson, Sarah C.
Jones, Mary F.
Josselyn, Mary E.
Kelley, Grace F.
Kendall, Jennie I.
Kieley, Jennie C.
Krueger, Ella G.
Ladd, Lizzie B.
Lanning, Ella F.
Lawrence, Clara A.
Leland, Emma F.
Leonard, Cora E.

Logan, Florence A.
Lombard, Hattie A.
Lombard, Nellie C.
Lougee, Josephine
Mackie, Lillie I.
Major, Mary A.
Mann, Marietta R.
Marks, Albertina M.
Masten, Alida C.
McAloon, Addie M.
McCleary, Emily A.
McGee, Ellen
McNeil, Mary A.
Mellen, Lucy J.
Mendum, Helena C.
Merrill, Frances M.
Moore, Helen M.
Morrison, Martha M.
Morrison, Minnie
Morse, Evelyn E.
Morse, Frances E.
Morse, Lucy M.
Mosely, Clara M.
Mullaly, Jennie
Murtagh, Katie A. T.
Nann, Katie
Nann, Rosa E.
Newell, Mary E.
Nowell, Alice P.
O'Connor, Ellen M.
O'Connor, Sarah J.
Ordway, Mary L.
Overend, Sarah A.
Palmer, Alice W.
Parrott, Jane F.
Patten, Fannie G.
Pearl, Hannah A.
Pendleton, M. Gertrude
Philbrook, May A.
Pickett, Alice E.
Pickett, Katie L.
Pierce, Carrie E.
Pitcher, Mary E.
Plummer, Fannie K.
Plummer, Mary A.
Plummer, Nellie S.

Priest, Mary D.
Read, Alice O.
Reuter, Augusta
Rich, Clara A.
Robbins, Sarah H.
Robinson, Elizabeth J. A.
Robinson, Mary
Robinson, Nellie A. B. M.
Roraback, Ida W.
Ross, Ella A.
Sampson, Olive S.
Sargent, Mary F.
Schafer, Mary E.
Sherman, Effie D.
Shurtleff, Hannah S.
Shute, Sophia, A.
Simonds, Carrie E.
Simpson, Anna E.
Slade, Louisa P.
Smith, Lottie H.
Smith, Louisa P.
Snow, Jennie M.
Somes, Eldora E.
Stearnes, Susie C.
Stevens, Clara R.
Stevens, Lizzie F.
Stevenson, Harriet E.
Stone, Julia
Stratton, Winella W.
Strout, Alma E.
Stumpf, Sarah E.
Sutherland, Lillie B. W.
Sweet, Louise M.
Swindellhurst, Susan
Symonds, Mary E.
Tenney, Grace G.
Thornton, Julia W.
Titcomb, Mary A.
Titus, Mary E.
Toland, Sarah E.
Towne, Susan E.
Tracy, Catherine J.
Waite, Addie C.
Walsh, Ellen B.
Ward, Mary
Welch, Anna C.

Weston, Annie W.
 Weston, M. Emma
 Whidden, Lizzie D.
 White, Annie A.
 White, Manella G.
 Whiton, Florence A.
 Wilson, Mary J. E.
 Wright, Mattie F. — 204.

JUNIOR CLASS.

Adams, Lizzie Luce	Bryant, Carrie H.
Adams, Sarah E.	Buckley, Martha G.
Alexander, Mary L.	Bugbee, Mary E.
Allen, Pauline E.	Burditt, Harriet A.
Alley, Sarah A.	Burgess, Mary C.
Allison, Harriet E.	Burrows, Mary H.
Andrews, Mary A.	Burton, Ida M.
Atwood, Sara E.	Butman, Gertrude W.
Atwood, Flora C.	Capron, Kate C.
Atwood, Dora	Carey, Nellie L.
Avery, Annie F.	Cayvan, Georgie E.
Babson, Abby H.	Chandler, Gertrude A.
Badlam, Mary E.	Chenery, Hattie M.
Bailey, Fannie T.	Cherrington, Claudine E.
Bailey, Jessie H.	Choate, Sarah L.
Baker, Mary W.	Clarke, Martha G.
Balch, Zoe T.	Cleary, Margaret
Barnicoat, Alice A.	Cliffe, Lizzie F.
Bartlett, Edith S.	Cline, Adele B.
Benedict, Emily	Cobb, Helen
Bishop, Ida J.	Collier, Florence E.
Botto, Lillian	Cook, Etta J.
Boyce, Emma	Coolidge, Eleonora R.
Bradlee, Ella F.	Coolidge, Sarah L.
Bradley, Ella	Cormich, Fannie A.
Brady, Mary E.	Coughlin, Eveline M.
Brennan, Annie M.	Coulter, Rebecca
Briggs, Emma F.	Crabtree, Annie C.
Brigham, Georgiana	Crane, Emma F.
Bright, Mary L.	Crocker, Minnie P.
Brimbecom, Lizzie H.	Crooker, Ellen B.
Brimbecom, Mary A.	Cundy, Alice A.
Brown, Carrie L.	Curry, Margaret L.
Brown, Grace C.	Curtis, Eulalie L.
Brown, Lucy L.	Cushing, Ethel
	Cushing, Arabelle B.
	Danforth, Gertrude E.
	Darrow, Lydia D.
	Davenport, Mary L.
	Dean, Clitheroe
	Dexter, Florence E.
	Dickerson, Julia A.
	Doe, Ellen L.
	Doherty, Mary
	Donaldson, Jennie
	Dow, Sarah F.

Dowling, Ada J.
Drake, Agnes L.
Drake, Florence I.
Driscoll, Mary E.
Drisko, Laura M.
Dunn, Mary C.
Edmunds, Roxalana P.
Edwards, Eloise S.
Eliot, Emily M.
Emery, Ella W.
Emmons, Florence A.
Enos, Aurelia
Evans, Lottie P.
Everett, Elizabeth H.
Fagan, Annie E.
Fairbanks, Carrie D.
Farnham, Mary H.
Farren, Helena G.
Farrer, Cora D.
Farrington, Millie B.
Ferdinand, Lizzie
Fineran, Catharine J.
Fitzgerald, Eliza G.
Flagg, Ida C.
Floyd, Emily J.
Folsom, Nellie
Foote, Mary L.
Forbush, Angeline S.
Foster, Mary G.
Frost, Sarah A.
Fulton, Jennie D.
Gates, Ada
Glass, Sarah R.
Glines, Augusta O.
Goodrich, Mary L.
Goodwin, Ella A.
Gott, Genera E.
Gould, Elsie M.
Gould, Emma F.
Gourley, Letitia E.
Grant, Emma C.
Gray, Lizzie L.
Greer, Nellie F.
Griffin, Ellen H.
Gunn, Eliza
Gustin, Nellie M.

Gibson, Jennie, C.
Hagan, Mary F.
Hahn, Carrie S.
Hall, Catharine M.
Halliday, Ida E.
Harding, Alice A.
Healey, Katie E.
Hertkorn, Carrie J.
Heywood, Alice E.
Heywood, Lucy B.
Higgins, Rosa A.
High, Belle A.
Hill, Jennie L.
Hill, M. Esther
Hill, Sarah F.
Hilliard, Carrie E.
Hobbs, Stella M.
Hodges, Mary S.
Holland, Maggie E.
Holmes, Therese C.
Howard, Emma C.
Hudson, Clara E.
Humphrey, Mary J.
Huntress, Jennie W.
Hutchins, Ella C.
Hutchinson, Jennie
Hyland, Emma W.
Jackson, Adeline B.
Jacobs, Nellie J.
Jameson, Helen M.
Jenkins, Effie M.
Johnson, Cora M.
Jones, Mary E. R.
Joy, Emma F.
Keats, Eva M.
Keenan, Mary J.
Keenan, Minnie F.
Kelley, Lizzie C.
Kelley, Margaret
Kelliher, Elinor M.
Kennemon, Matilda J.
Kenney, E. Idella
Kent, Gertrude E.
Kimball, Hattie L.
Kimball, Kate
Kyle, Mary A.

Lambert, Mary F.
Learned, Cara W.
Learned, Kittie A.
Leland, Ada
Leland, Ella A.
Littlefield, Annie C.
Lonergan, Theresa C.
Lothrop, Charlotte N.
Lynde, Emma
Macomber, Ella L.
Maguire, Agnes E.
Mansfield, Addie S.
Mayo, Susan J.
McCarthy, Mary A.
McCartney, Mary E.
McCleary, Maria L.
McDonald, Bessie
McDonald, Lucy E.
McDonald, Mary J.
McGlinchey, Hannah L.
McIntosh, Jennie
McKenny, Adelle H.
McNamara, Mary
Merriam, Sarah E.
Merrill, Carrie
Merrill, Lucy
Meserve, Alice S.
Metcalf, Jennie E.
Middleby, Annie B.
Millett, Emily M.
Mills, Jennie P.
Morrissey, Lizzie M.
Moulton, Emily F.
Mullen, Susan F.
Murphy, Margaret C.
Nelson, Maria L.
Newcomb, Frances R.
Nichols, Esther F.
Nicholson, Martha
Nolan, Alice M.
Nowell, Charlotte E.
O'Connor, Mary E.
Page, Caroline E.
Palmer, Mary
Patterson, Nellie M.
Paul, Madeline J.

Pecker, Annie J.
Pentland, Ella L.
Perry, Adelaide F.
Phippen, Annah L.
Pingree, Ina
Piper, Harriet
Pitman, Minnie E.
Polley, Louise F.
Porter, Mary E.
Power, Kate M.
Powers, Josie A.
Pratt, Helen C.
Putnam, Flora L.
Putney, Lizzie F.
Ramsdell, Ida M.
Redlon, Juliette F.
Regan, Annie J.
Rice, Hattie J.
Robinson, Clara E.
Robinson, Edith V.
Rogers, Abbie L.
Rowe, Grace
Rust, Helen W.
Rust, Winniford A.
Schollard, Joanna A.
Seaman, Alice A.
Seavey, Adeline E.
Shapleigh, Ida F.
Shaw, Hattie
Shaw, Helen A.
Shea, Nellie M. F.
Shepard, Alice
Shepard, Lizzie G.
Sherer, Mary E.
Shine, Mary E.
Shove, Lucy E.
Sidwell, Annie
Simpson, Ida F.
Sloane, Susie H.
Smith, Cornelia D.
Smith, Henrietta
Snapp, Mary A.
Snow, Ellen C.
Somerby, Mabel E.
Souther, Annie L.
Stafford, Lucy C.

Stearns, Marian C.
Stuart, Amanda M.
Summers, Carrie H.
Swain, Helen M.
Swett, Minnie B.
Talbot, Linnie E.
Thayer, Mabel C.
Tucker, Hattie M.
Tucker, Nellie B.
Turner, Mary C.
Upham, Mary D.
Waite, Lizzie F.
Wales, Lizzie S.
Wallis, Abbie E.
Walsh, Mary C.
Ward, Martha E.
Weeks, Isabel M.

Welch, Lizzie A.
White, Carrie
White, Mary E.
White, Nellie M.
Whitney, Ellen A.
Wightman, Florence A.
Wilcox, Mary L.
Wilder, Mary E.
Williams, Annie T.
Williams, Augusta M.
Wilson, Lizzie E.
Wilson, Sarah W.
Winsor, Annie T.
Wise, Alice
Wood, Nellie F.
Woodman, Mary L. — 298.
Whole number — 666.

CATALOGUE OF THE TEACHERS AND PUPILS OF
THE ROXBURY HIGH SCHOOL, SEPTEMBER, 1872.

HEAD-MASTER.

S. M. WESTON.

HEAD-ASSISTANT.

M. LOUISE TINCKER.

ASSISTANTS.

EMILY WEEKS,
ELIZA D. GARDNER,

HELEN A. GARDNER,
EDNA F. CALDER.

TEACHER OF FRENCH.

MATHILDE DE MALTCHYCE.

TEACHER OF MUSIC.

JULIUS EICHBERG.

TEACHER OF DRAWING.

BENJAMIN F. NUTTING.

TEACHER OF GERMAN.

JOHN F. STEIN.

INSTRUCTOR IN MILITARY DRILL.

LIEUT.-COL. HOBART MOORE.

PUPILS.

EX-SENIORS.

Allen, Ida Blanche
Bumstead, Anna Wells
Edmands, Anna Mumford
Faunce, Emily G.
Faxon, Maria Davenport
Frye, Mary Lane
Gray, Nellie

Lingham, Emma Isadore
Manning, Julia Frances
Moore, Mary Malvina
Pearson, Susie A.
Thomas, Minnie Evelyn
Washburn, Jeanet Palmer
Washburn, Emily Persis

SENIOR CLASS.

Boys.

Allen, Horace Gwynne
 Bacon, Horace
 Bell, William George
 Carter, Henry Hall
 Clark, William Lewis
 Coffin, George
 Crowley, Daniel Joseph
 Franklin, Charles Webster
 Gates, John James
 Goldsmith, Simon
 Hammond, George Francis
 Howe, James, Jr.
 Howe, Leonard Nutter
 Hutchinson, Henry Dana
 Kelly, Henry William
 Mulvey, James Samuel
 Nevers, Marshall
 Parker, Charles
 Pierce, Charles Taylor
 Peirce, Edward
 Rice, David
 Riley, John Peabody
 Sanborn, Willey Marshall
 Shaughnessy, Thomas Francis
 Spangler, Frank
 Sullivan, Richard Patrick
 Walker, Charles Howard
 Woodward, Clarence Elliot
 York, Nelson Potter

Girls.

Burrell, Sarah Southack
 Clark, Ella Eudora
 Clark, Justina Bradford
 Clement, Hattie Frances
 Crosby, Sarah Alephonsus
 Crosby, Mary Elizabeth
 Cutter, Millie Antoinette
 Day, Sarah Louisa
 Dove, Amelia Jones
 Grady, Maggie
 Griffith, Lucie Ellis

Harris, Susan Burley
 Howe, Florence Ada
 Killion, Delia Teresa
 Kohl, Elizabeth
 Littlefield, Hattie Augusta
 Mitchell, Margaret Jane
 Morse, Annie Wallace
 Mulliken, Mary Ella
 Mulrey, Elizabeth Dean
 Newcomb, Annie Louise
 Perrin, Mary Esther
 Pishon, Eva
 Prince, Sarah Frances
 Ray, Katie Ellen
 Richards, Celia Gertrude
 Robinson, Annie Dexter
 Seaver, Harriet Emma
 Wheelock, Annie
 Worthen, Marietta

MIDDLE CLASS.

Boys.

Adams, Harry Franklin
 Anderson, William Frederic
 Ayres, Isaac Hull, Jr.
 Bardenhoff, Charles Frederic
 Berry, William Frederic
 Brooks, Richard Joseph
 Browne, Louis L'Ecluse
 Carter, Herbert Norton
 Cordingley, William Robert
 Costello, John Edward
 Crowley, John Thomas
 Engel, Joseph Isaac
 Faxon, William Henry
 Fowle, William Parker, Jr.
 Frothingham, Edwin
 Frost, Walter Sprague
 Gray, William
 Heard, John Reed
 Hodges, Edward C.
 Hodges, Frank Herbert
 Holbrook, Joseph Barnard
 Hunneman, William Cooper
 Klous, Henry Dudley

Lang, George Henry
 Libby, Clarence Jenness
 Lockney, John Francis
 McGrady, James Daniel
 Monroe, George Ellis
 Parry, Charles Edward
 Rice, Freeman Gill
 Rumrill, Frank
 Ryan, James Francis
 Ryerson, Frank Edward
 Scanlan, Michael James
 Stockwell, George Stephen
 Sweat, Thacher
 Swain, William Newman
 Weil, August
 White, Arthur Howard
 Williams, Samuel

Girls.

Aull, Elizabeth Ellen
 Bean, Mary Heywood
 Bowdlear, Ellen Hadley
 Cotter, Elizabeth
 Curtis, Carrie Walker
 Deane, Mary Emma
 Deane, Sarah Lizzie
 Dibblee, Agnes Ide
 Gardner, Alice Jane
 Grand, Eliza Theresa
 Hart, Lydia Jane
 Haynes, Catherine
 Hewitt, Mary Kallock
 Leavett, Ellen Willietta
 Merrill, Emma Louise
 Morrill, Josephine Russell
 Mulliken, Harriet Davenport
 Murphy, Mary Agnes
 Murphy, Julia Mary
 O'Connell, Fanny Louise
 Parker, Abbie Durant
 Pike, Mary Olive
 Pishon, Lucretia
 Rider, Francena Ella
 Scarlett, Margaret B. E.
 Shaw, Emma Cora

Shedd, Ella Jane
 Smith, Addie Martha
 Waite, Salome Anthony
 Ware, Mary Brastow
 White, Abbie Elizabeth

THIRD CLASS.

Boys.

Adams, Charles Edwin
 Allen, Harry Mortimer
 Bowles, Joseph Brigham
 Carleton, Elbridge Winthrop
 Connell, Dennis Benedict
 Crosby, William Henry
 Chadwick, Frederic F.
 Cose, Edwin William
 Cram, Sylvanus Rich
 Currier, Edward Pfaff
 Decker, Ferdinand George
 Dolan, Edwin Joseph
 Donnelly, Walter William
 Foley, Frank Matthew
 Grady, Thomas
 Gray, Henry
 Hawkins, Daniel Hoff
 Hersey, George Edward
 Holmes, Arthur Thomas
 Howe, Edwin Allyn
 Hunter, Frederic Spurr
 Hutchins, John Hurd
 Jacobs, Arthur Loring
 Karson, Alden John
 Kelley, Robert Philip
 Kelley, John Bernard
 Kendall, Fred
 O'Conner, Williams Joseph
 O'Donnell, George William
 Looby, James Edward
 Lord, Charles Frederick
 Lynch, Samuel B.
 McDonald, Charles Howard
 McGowan, Henry George
 Munroe, William Winship
 Mulvey, James Paul

Rivinius, George Franklin
 Rousmanière, Edmund Swett
 Schroeffer, John Alfred
 Shea, John Francis
 Sierney, John
 Smith, Frank Cyrus
 Swan, William Osborn
 Sparhawk, George
 Sutton, Samuel Fernald
 Wallon, August C. F.
 Wentworth, Edward Spenser
 Wyman, William Hutchinson

THIRD CLASS.

Girls.

Alexander, Carrie Eugenia
 Barton, Ida Louise
 Bean, Charlotte Elizabeth
 Bemis, Lizzie A.
 Caldwell, Harriet Eliza
 Carleton, Lizzie Marion
 Cordeiro, Alice Margarida B.
 Davis, Sarah Ellen Banks
 Doyle, Mary Ann
 Fineran, Hannah Gertrude
 Foster, Emma L.
 Gerber, Emma Jennie
 Green, Ella May
 Gullbrandson, Annie Sophia
 Hildreth, Minnie Caroline
 Heidenreich, Bertha E.
 Howe, Josephine Joselyn

Houghton, Elizabeth
 Hunneman, Elizabeth Allibone
 Kilroy, Esther
 Leavett, Harriet Woods
 Lincoln, Minnie Louise
 Manning, Emma Louise
 McLaughlin, Elizabeth J.
 McLellan, Annie Corinne
 McHenry, Lizzie Cushman
 Minns, Grace Winchester
 Moody, Ella
 Moulton, Helen Lyford
 Newsome, Jane Margaret
 O'Connell, Elizabeth Eleanor
 Partridge, Flora Almira
 Pevear, Nettie G.
 Putnam, Emma
 Richards, Annie Bullard
 Ryan, Mary Catherine
 Seaver, Annie Isabella
 Seavens, Annie Walton
 Stevens, Grace Cornelia
 Stocking, Ella Josephine
 Watson, Mary Emma
 Whelton, Annie Josephine

SUMMARY.

Ex-Seniors	14
First Class	59
Second Class	71
Third Class	90
Total	<hr/> 234

DORCHESTER HIGH SCHOOL.

The Dorchester High School continues to be in good condition, and is faithfully doing the work allotted to it in the educational system of the City of Boston. This school was established in 1852, on the plan of the ordinary Massachusetts High School, as contemplated by the Legislature, to supplement with a course of higher education the instruction given in the Grammar Schools of the town, which has since been annexed to the city. It still retains this character, and in this respect is essentially different from the other high schools among which it is classed, and with which it is compared. The Public Latin School is intended solely for young men who intend to enter college; the English High School for those young men who desire a general advanced culture as a preparation for active business; and the Girls' High School for the education of young ladies in the higher branches. The Dorchester High School receives pupils of all these three classes, fitting young men for college, and supplementing the education of both sexes in the advanced studies. The Roxbury High School is practically relieved of the work of fitting young men for college by the Roxbury Latin School, — a most excellent institution, free to its pupils, but

not under the control of the School Committee. The Dorchester High School, therefore, is exceptional in its character, when compared with any of the other high schools of the city.

While it is doubtless true that a careful division of labor in teaching, as well as in mercantile and mechanical pursuits, produces the best results, there are many advantages to be derived from educating the sexes together, after the pupils have reached the years of discretion, — which is perhaps a rather indefinite period, — and from placing the boy who is fitting for the university beside the one who is preparing for the counting-room, the machine-shop, or the farm. It may be questioned whether the gain in mere scholastic training is not overbalanced by the loss of those moral and social influences, — whose refining power none deny, — which exist in a school where both sexes meet every day on the same plane as in active life, and where the future clergyman and physician are not separated from the future merchant, mechanic, and farmer. The friendships contracted in school are often life-long, and cherished above all others, because they are formed in the most impressible years of life. A "Latin School" is to prepare boys for college; and it is desirable that its pupils should commence their classical training even before they have been graduated from the Grammar School. At the age of ten or twelve they are brought together, and kept together for the long period of six years; which is followed by four years in the university, and two or three more in the professional school. All the students of this school have substan-

tially one aim. In all their dozen years of student life they influence, and are influenced by each other only. They cling together, and the strong friends of after life are likely to be all graduates of colleges. Some time in their career, many of them may look in vain for powerful friends among the successful merchants, mechanics and farmers of the land. But the greater advantage to them would be the actual contact in school and its associations with those of different aims; with those of the other sex; and with the rougher but more practical elements of every-day life.

Undoubtedly there are advantages in the union of all classes of students under the same school-house roof, though, from the merely educational stand-point, we are accustomed to regard them only as compensations, rather than as positive benefits. In such a school there are incentives to study and good conduct, and influences which favor the development of a true dignity of character, that do not exist in the special schools. But regarded even from the educational stand-point the Dorchester High School need not apologize for its results. Tried by the college examinations of its graduates, it has an excellent record, and very seldom has one of its pupils, in applying to Harvard or elsewhere, for admission, been subjected to a condition.

Only in the largest cities is this division of the educational programme practicable; and it is a question whether the three large special high schools of Boston would not achieve more satisfactory results if their differing elements were united in three estab-

lishments on the general plan of the "Town High School." Perhaps, if they were organized on this plan, the standard of classical attainments would not be so high as at present, but it is possible that the students of both sexes would be better prepared, intellectually and morally, for the duties of life.

The people of the Dorchester District are entitled to the same educational privileges as the other sections of the city; and the City Government and the School Committee, in the finishing and furnishing of the edifice for this high school, have liberally voted all that was desired to make the building and its appointments equal to anything, not only in the city, but in the whole country. The Board recently made the salary of the head-master the same as that of the other heads of the high schools; thus removing the only distinction between him and them. This is as it should be, for an inferior salary is correctly interpreted as procuring an inferior teacher, or at least one who is looking for a more lucrative situation in the older and more densely peopled section of the city. Dorchester is entitled to a reasonable consideration on account of its peculiar circumstances. Though some portions of it are, as an eloquent member of the board declaimed in his speech, "a howling wilderness," the footprints of civilization and progress are to be found within its borders. The "howl" is drowned by the music of the saw and the hammer of the builder, so that the assessors could not hear the discordant sound when they marked up the valuation of the ward *six and three-quarters millions of dollars* in a single year. This section of the city is increasing

in population and taxable valuation with almost unexampled rapidity. It needs, and has received, the judicious fostering of the City Government in the various improvements introduced. The city has levelled hills, extended and widened streets, burrowed through miles of rock to lay down water-pipe, spread the wires of the fire-alarm over the territory, built sewers, and scattered the police over the new ward, in order to place the citizens of the district on an equality with those of the other sections of the city; in order to make it a desirable place of residence, and to develop its business resources. It has made these improvements for the future rather than the present, satisfied that the growth of the city in this new territory will fully justify the liberal expenditure bestowed upon it.

In bidding for the future prosperity of a city, a town, or a section of either, its educational advantages are an important element for consideration; and the future growth of the new ward will depend to a very great extent upon the character and quality of its schools. The merchant, the mechanic, or the laborer will not build his house and make his home where the schools are not as good as the best, or are not conveniently accessible. "Are the schools as good as those in the other sections of the city?" is the question of the citizen, driven by the march of commerce to seek a home in the new territory of the city, or beyond its limits.

With this view of the needs of the district, the Committee of the Dorchester High School are very glad to be able to say that the school under their

charge is the equal of any other High School in the city; that its teachers receive the same salary; and that its facilities for educating the sons and daughters of the people are as good as the best elsewhere.

The prosperity of the Dorchester High School must depend, to a considerable extent, upon the estimate which the people of the district place upon the school. Only to the honor of the people can it be said that they seek the best school for the education of their sons and daughters; and they will overcome many difficulties, and submit to many sacrifices, rather than send them to an inferior school. All that could be done to make the school worthy of the confidence of the citizens of this section of the city has been done; and, while it would be highly improper for the committee to make any comparisons between it and others of its class, they hope the residents of Dorchester will carefully examine the subject for themselves. It is suggested that a visit to the school, a survey of its elegant buildings, and its educational appointments, and an hour spent in the various class-rooms, would convince parents that the institution is worthy of the city which sustains it. Those who have examined the matter the most thoroughly are satisfied that it is better, as a general rule, for advanced pupils residing in Dorchester, especially young ladies, to attend this school, though the other high schools of the city are open to them.

The opinions which prevail in the community in regard to the amount of school work to be required of pupils are many and various. Some appear to believe that no real work is done, because the scholars

are fat, strong and healthy; that pale faces and puny forms are the only reliable evidences of hard study; while others are confident that the schools cause an annual "slaughter of the innocents," by requiring too much of the pupils. It is very difficult to adjust the lessons of a class to the average ability of its members; and the most careful and judicious instructor may overwork a portion while an equal number are not compelled to study even a single hour out of school. The public sentiment of our time is violently opposed to overwork; and it is safer to do too little than too much. The methods of instruction, especially in the languages, have been greatly improved; and the dry labor of memorizing is, in a great measure, superseded by the intelligent cultivation of the mind. More than ever before, the obtaining of ideas, rather than words, is the aim of the teacher. It is not now considered necessary to commit to memory the rules and paradigms of the Latin, French, or German grammar before the learner is allowed to put two words of the language together, and know their meaning. Months of hard, dry study are thus saved every year; and the pupil is even more proficient in the end.

It is not now required that a scholar should be disgusted with a science or a language, before he can make any progress in learning it. Of course, under this system, scholars are less fluent and less showy in recitations; but their mental powers are better developed, and they carry away more from the school in the end. Lectures, conversations, experiments and illustrations take the place of the meaningless

recitals of the words of the text-books. The pupils, even of the high schools, need not be cheerless and unhappy; need not be overburdened with the cares of the school-room; and the system of education which makes them so is faulty. What boys and girls dislike the most is not necessarily that which will do them the most good. Perhaps the path of learning cannot be made pleasant to all, but the teacher and the system which do the most to make it so, the most nearly conform to the spirit of the age.

As it seems eminently proper that the head-master of the school should have an opportunity to express his views upon topics relating to the welfare of the institution under his charge, the chairman invited him to prepare a report, which is here inserted in full: —

REPORT OF THE HEAD-MASTER.

It is a question of some importance at this time, whether the course of High-school study does not require a rearrangement, or perhaps I should rather say, an extension in respect to time.

Twenty-five years ago our courses of High-school study were strictly intellectual. In the majority of schools the basis of education was the study of the pure mathematics. In examinations for admission to these schools, more importance was attached to arithmetic than to any other branch of instruction. The rank of mathematics in education was like that of charity among the moral virtues. Excellence in this department covered multitudes of geographical and grammatical shortcomings, while hundreds of boys and girls, who would have done honor to our High Schools, have been denied admission, merely because they lacked that quality which Sir William Hamilton ranks among the lower endowments of the human mind. As arithmetic ruled at the examination

for admission, so algebra and geometry became the great tests of excellence during the High-school course. Want of power at the blackboard was considered a sure sign of intellectual weakness; and not only were hundreds, as I have already said, denied admission for want of this power, but hundreds more who gained admission were soon driven from the High School because they could not get seventy-five or eighty per cent. in algebra or geometry.

But better times are beginning to dawn upon our schools. Educators are beginning to believe and to practise the important truth which Paul taught centuries ago, that there are "diversities of gifts" where there is no want of high and even brilliant powers. It is somewhat sad to think that the man who has been ranked as the first inductive philosopher of the nineteenth century could hardly have gained admission to a New England High School. Faraday, on one occasion, boasted that he had once in his life performed a mathematical calculation, and that was when he turned the handle of Babbage's calculating machine. Instead of the severe cultivation of the intellect, and that, too, upon a "single phase," it is now beginning to be felt that there are other and even higher powers to be developed. We have already taken important steps in the training of the body as the instrument or servant of the mind, and in the mind itself there are recognized creative, æsthetic, and imitative faculties, which we can no longer afford to neglect. And so we are now pushing our education vigorously in the direction of art and literature. Music, unknown in our schools a quarter of a century ago, or viewed only with suspicion and distrust, as tending to divert attention from the "*solid branches*," is now as well established in our schools as geography; and drawing for which, in former years, many a poor fellow has suffered the extreme penalty of school law, is now exciting the jealousy of all the ologies and osophies, lest their rights should be invaded or their claims disallowed.

It is but the simple truth to say that since our courses of High-school study were first marked out, there has been added to them work, which, when rightly performed, must occupy, at least, twenty-five per cent. of the time. Again, the amount of work in the original course has been increased by nearly or quite an equal amount. This increased demand has been met in two ways.

First, better methods of teaching have enabled teachers to do more work in the same time; and, in the second place, the relief afforded by variety of occupation has greatly diminished the burden imposed by these additional requirements.

But notwithstanding this, the question may be fairly asked, Does not our High-school work demand more time? Would it not be better for all concerned, if our minimum course for securing a diploma were not four years instead of three? It is my firm conviction that this would be the case, and this conviction has been greatly strengthened by the experience of the past year. Those who have not had occasion to notice it can hardly realize how much increase of power and attainment will result from a fourth year of honest and earnest study, following directly upon the ordinary three-years' course of the Boston High Schools. This fourth year, industriously spent, is worth half of the preceding three; and it is worth all the more when spent with teachers already acquainted with a scholar's mental and moral capacities.

To give a more accurate idea of the increase of labor at present, as compared with that of fifteen years since, it will be well to state the case a little more minutely. In the course of a week we now give two hours to military drill, two to drawing, and two to music, besides, at least, twelve hours to special teachers in French and German. The time occupied by the special teachers in modern languages covers, in part, time which was previously taken by the regular teachers of the school; that is to say, the time appropriated to the special teachers in French and German is not wholly additional to the work previously performed in the school. It is safe, however, to say that the time given to these exercises amounts, in the aggregate, to ten hours additional work in the week. It is proper to state, in this connection, that the age required for admission to our colleges is now considerably greater than formerly. In the case of Harvard College, the actual average is now found to be four years more than was formerly required. This fact indicates, what we all know to be the case, that the requirements for admission to our colleges have not only been increased in quantity, but in quality as well. This increased demand on the part of the colleges naturally affects all the lower schools, whether English or classical.

The course of study in the Dorchester High School differs from the other High Schools of the city, inasmuch as the classical and English courses of instruction are combined, and both sexes are allowed and encouraged to pursue these courses to the extent of a full preparation for Harvard College. The advantages of this complete course seem to me so great that I venture briefly to state them. It is the desire of many parents that their sons should go to college, and this desire leads many to put their boys at a very early age upon what is called a course of classical study, without any regard to their tastes or capacities. In a majority of cases it is found in the course of a year or two that the boys are not fitted for classical studies; that their tastes and capacities are mercantile, mechanical or scientific; and that a continuance in the chosen course must result in a disastrous failure, or, at best, in but moderate success. Hence it often happens that the boys are put upon a different course of study in another school, but not, it may be, until they have some degree of self-confidence in view of their imaginary failure. Their apparent failure, however, was no fault of theirs, but the result of a want of good judgment on the part of their parents. The boys were too young to judge for themselves, and their parents followed the dictates of their feelings, and not of sound and enlightened judgments.

If, now, the boys had been qualified for a High-school course by a full term at the Grammar Schools, and the choice of the parent had been deferred until the opening faculties of their sons had furnished them ground for a wise judgment, much time would have been saved, and, what is of far more importance, a lifelong sense of mortification from an imaginary failure. I have seen in so many cases the evils resulting of this putting asunder what God hath joined together, that I often ask myself, when will this folly cease? This divorcement of classical and English studies does not exist in college; why, then, should it in preparation for college? We have the intimation already from Cambridge, that candidates for admission there will be examined in the elements of the natural sciences as well as in Latin, Greek, and mathematics. We have inherited this absurdity from the Grammar Schools of England, and just in proportion to its absurdity will be the strength of the tenacity with which some will cling to it. "What reason

never designed," says Dr. Johnson, "reason can never account for," and perhaps he might have added, reason will have the greatest difficulty in removing. Among the innumerable mischiefs resulting from the separation of classical and scientific studies is the notion that there is a certain superiority in classical over scientific pursuits. And the boy who has been prepared for college in an exclusively classical school often goes to college with a kind of contempt for scientific pursuits, and for those who are specially devoted to them. This acts as a great hindrance to his own progress, and when it is too late to correct his error, he finds that he has undervalued not only some of the most essential parts of a liberal education, but overlooked the great forces which underlie modern civilization.

I beg leave to speak an earnest word in behalf of the rights of girls to the same classical culture as boys. The history of our school bears ample testimony to the ability of young ladies to do well, and in the same time, all the work required of young men in preparation for college. We have girls now pursuing the course of study required for admission to college who would be ornaments to any classical school in the country. And when I see the grace, the facility, and the ability with which they master Cicero, Virgil, Xenophon, and Homer, I cannot but feel the injustice which denies them the same rights of study that are enjoyed by the male sex. When shall we have complete freedom in education? When shall we divest ourselves of prejudice and precedents, and treat the human soul, whether male or female, as the image and noblest creation of its Maker?

ELBRIDGE SMITH,

Head-master.

The discipline of the Dorchester High School is not such as would find favor with the "martinet of a school-master," who believes that the salvation of his school depends upon the precision with which the "third position" is taken and kept by his pupils. A certain degree of freedom, not inconsistent with the progress of the school, prevails. The scholars are

not unnecessarily hampered with forms and restraints which are needful in the schools for younger scholars. During the year, not a pupil has been reported to the Committee — as provided in the Regulations — for continued misconduct. The relations between the teachers and the pupils have been of the pleasantest character; and there has not been a case of corporal punishment during the administration of the present head-master, if there ever was one.

The excellent care taken of the building reflects the highest credit, not only upon the head-master and the janitor, but also upon the pupils. Not a mark nor a scratch, nor any wilful defacement of the premises can be found, even in those parts where the vandalism of school-boys is most likely to be exhibited.

At the close of the year, very much to the regret of the Committee, her associate teachers, and the pupils, the school was deprived of the valuable services and the excellent influence of Miss Mary F. Porter, who went from her chosen field to brighten the lot of an accomplished educational laborer; and his gain is certainly our loss. For several years she was a very faithful and efficient instructor in the school; and she carries with her into her new sphere in life the best wishes of the Committee, teachers, and scholars, for her future prosperity and happiness. Miss Porter's place was filled by the appointment of Miss Luther, a lady of much experience, and many accomplishments, whose temporary service in the school had prepared her for the position, and demonstrated her fitness for it.

At the Annual Exhibition, in July, the hall was filled to its utmost capacity by the parents and friends of the pupils, who thus manifested their interest in the school. The diplomas of graduation were presented to forty-four scholars. The only graduate of the classical course, Frank Wesley Burnham, was admitted to Harvard College with only an unimportant "condition" in modern geography. At the exhibition, the graduating class presented to the school a very large and handsomely mounted photograph of the Roman Forum, as the class of the preceding year had of the Coliseum at Rome. These useful and appropriate pictures were received by the chairman, and now adorn the walls of the hall, to remain there as memorials of the classes that presented them.

This report cannot properly be closed without an allusion to the special teachers in Music, Drawing, Military Drill, French and German, who have not only discharged their several duties faithfully, but have manifested an earnest interest in the welfare of the school, and have endeavored to harmonize their labors with the general plan of the head-master; and generally they have merited and won the respect and esteem of the pupils.

All the applicants for admission at the close of the year were received, either after the first or the second examination, the questions being the same as those used at the other High Schools. At the first, only one failed to obtain the required per cent. of correct answers, the standard being the same as at other

schools; a fact which is very creditable to the Grammar Schools of the district. Of the fifty-two applicants admitted,

7	were from the Dorchester Everett School.				
0	"	"	"	Gibson	"
16	"	"	"	Harris	"
4	"	"	"	Mather	"
3	"	"	"	Minot	"
12	"	"	"	Stoughton	"
4	"	"	"	Tileston	"
6	"	"	"	Other sources.	

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In conclusion, the Committee commend the Dorchester High School to the consideration of the citizens of the ward in which it is located, with the hope that they will regard it as an institution liberally sustained by the city for their exclusive use and benefit; and that they will join the Committee in all needed efforts to improve its condition and promote its prosperity.

For the Committee of the Dorchester High School,

WILLIAM T. ADAMS,

Chairman.

CATALOGUE OF THE TEACHERS AND PUPILS OF THE DORCHESTER HIGH SCHOOL, SEPT., 1872.

HEAD-MASTER.

ELBRIDGE SMITH.

HEAD-ASSISTANT.

MARY WENTWORTH HALL.

ASSISTANTS.

REBECCA VINAL HUMPHREY. ELLEN GERMAINE FISHER.
HARRIET BYRON LUTHER.

TEACHER OF MUSIC.

JULIUS EICHBERG.

TEACHER OF DRAWING.

MERCY A. BAILEY.

TEACHER OF FRENCH.

CHARLES DE LAGARLIERE.

TEACHER OF GERMAN.

JOHN F. STEIN..

DRILL-MASTER.

LIEUT.-COL. HOBART MOORE.

PUPILS.

EX-SENIORS.

Babeock, David Marks
Bent, William Danforth
Ferry, George Harry
Gorham, George Congdon

Gardner, Clifford
Kendall, Walter Gardner
Monroe, Stephen A. Douglas
Preston, John Aiken
Temple, William Franklin

Girls.

Allbright, Susan Broughton
 Brooks, Antoinette Parsons
 Capen, Cordelia Rosanna
 French, Mary Elizabeth
 Hawes, Mary Hardwell
 Mann, Mary Ellen
 Melville, Caroline Frances
 Payson, Anna Holden
 Pope, Anna French
 Swan, Ella French
 Whiton, Esther Rebecca

SENIORS.

Boys.

Baker, Frank Woods
 Baynton, Walter
 Childs, Harold Chessman
 Colgan, James Arnold
 Eastman, Edgar Frank
 Edwards, Thomas Pearce
 Gorham, Sherwood Field
 Knight, Edwin Augustus
 Leavitt, George Oscar
 Lyons, Walter Shepard
 Upham, Charles Holbrook
 Sproul, Arthur Eliot
 White, Willie Gardner

Girls.

Bailey, Alice Howard
 Brown, Fannie Bates
 Caldoff, Mary Ann
 Coffin, Harriet
 Cushing, Anna Quincy
 Greeley, Ella Louisa
 Mann, Elizabeth Benson
 Mann, Mary Susan
 Pratt, May Estella
 Preston, Edith Lee
 Roper, Mary Isabella
 Russell, Emma Frances
 Sanborn, Mary Elizabeth

Sheridan, Mary Jane
 Thayer, Sarah Munroe
 Weis, Anna Lora
 Weis, Mary Blake
 Welles, Emma Geneva
 Williams, Susan Eliot

MIDDLE CLASS.

Boys.

Allbright, William Broughton
 Bent, Charles Henry
 Chadbourne, Henry
 Coombs, Frank
 Green, Alfred Pingree
 Hemmenway, Edward Augustus
 Huntington, Clarence William
 Kendall, Charles Francis
 Kerk, Joseph
 Payson, Horace Blake
 Perrin, William Brown
 Robinson, James Leavitt
 Russell, Thomas Joseph
 Smith, George Clinton
 Ufford, Charles Augustus
 Upham, Charles

Girls.

Barlow, Abby Ella
 Brooks, Agnes Elvira
 Brown, Elizabeth Woodford
 Carlton, Mary Jane Milly
 Cook, Hattie M.
 Edwards, Elizabeth Caroline
 Esterbrooks, Emma Martha
 Emery, Carrie Maria
 Goodale, Mary Emma
 Hersey, Louisa Eliza
 Kendrick, Clara Bussey
 Merriam, Eleanor Hayes
 Nichols, Minnie Louise
 Ordway, Annie Freeman
 Packard, Ida Louise
 Porter, Clara
 Shiverick, Sarah

Spargo, Ida Thankfull
Whitney, Mary Jane
Worsley, Julia Bartlett

JUNIOR CLASS.

Boys.

Bradley, Charles Wesley
Cook, John Henry
Eddy, John Lodge
Elder, William
Fairbrother, Edwin Smith
Grundy, Thomas Benjamin
Hannum, William Ellery
Hubbard, Arthur Augustus
Knapp, Edward Lawrence
Lynes, William
Moseley, Frederick Clark
Murphy, John
Pratt, Charles Dudley
Putnam, Silas Safford
Sharp, Everett Howe
Sivret, Frank Tileston
Sweet, James
Todd, Frank
Walker, John Ballantyne
West, John Minot

Girls.

Anderson, Jane Allison
Austin, Catherine Downer
Bacon, Annie Jane
Barrows, Mila Isabel
Blake, Annie Frances
Buckpitt, Fannie Arabella
Callender, Adeline Jones
Coffin, Adeline
Cowling, Miriam Louise S.
Dix, Eva Clara
Fifield, Mary Sanborn
Elder, Mary Lambert
Foley, Mary Theresa
Glidden, Annette
Jacobs, Bertha Whitter
Johnson, Vesta Gertrude
Jones, Josie Alena
Knapp, Mary Augusta
Littlefield, Carrie Maria
Peckham, Lizzie Annie
Reid, Jane
Schallenback, Mary Frances
Smith, Emma Louise
Tavener, Grace
Tucker, Mary
Walker, Genie
Wall, Abba Elizabeth
Whall, Sarah Antoinette

CATALOGUE OF THE TEACHERS AND PUPILS OF THE BOSTON NORMAL SCHOOL, SEPTEMBER, 1872.

HEAD-MASTER.

LARKIN DUNTON.

HEAD-ASSISTANT.

JANE H. STICKNEY.

ASSISTANTS.

FLORENCE W. STETSON.

W. BERTHA HINTZ.

ANNIE J. STODDARD, TEACHER OF PRIMARY SCHOOL.

PUPILS.

Adams, Lavinia E.
Backup, Mary J.
Badlam, Anna B.
Bailey, Elizabeth G.
Bell, Helen M.
Blanchard, Fannie
Bickford, Eudora F.
Boston, Mattie E.
Brown, Ellen M.
Colligan, Lizzie A.
Crosby, Matilda F.
Davis, Frances M.
Davies, Ida H.
Dolan, Mary A. A.
Farrington, Mary A.
French, Mary F.
Gill, Frances W.
Gillespie, Annie M.
Gowing, Julia A.
Guild, Mary Ella
Haven, Carrie A.
Hayward, Laura K.
Hill, Henrietta A.
Hooker, Clara
Huckins, S. Lila
Jackson, Ella T.
Kelley, Frances T.

Kendall, Ida F.
Leary, Maggie J.
Lee, Isabel F.
Levi, Miriam
Livingstone, Isabel C.
Lewis, Mary L.
Macdonald, Anna
May, Alice M.
McGowan, Katie E.
Nason, Katie A.
Nash, Hannah A.
Ordway, Lizzie
O'Dowd, Honora T.
Park, Lizzie A.
Porter, Electa M.
Preble, Harriet I.
Proctor, Florence M.
Putnam, Helen A.
Sanborn, Lizzie A.
Sanford, S. Grinnell
Scanlan, Bridget E.
Smith, Florence
Snow, Clara J.
Stevens, Laura M.
Story, Anna L.
Thacher, Isabel
Turner, Ella A.
Withey, Emily W.

REPORTS

OF THE

SUPERINTENDENT OF PUBLIC SCHOOLS

FOR THE YEAR ENDING

AUGUST 31, 1872.

T W E N T Y - F O U R T H

S E M I - A N N U A L R E P O R T .

To the School Committee of Boston: —

GENTLEMEN,—In conformity with the requirements of your regulations, I respectfully submit the following as my Thirty-sixth Report, the Twenty-fourth of the semi-annual series.

SCHOOL ATTENDANCE.

Two things are requisite to make the education of the people complete: good schools and good attendance. Good schools will not suffice without good attendance; nor will good attendance avail without good schools. To secure these two things is the problem of education.

It is not my purpose at this time to discuss the character or extent of the means of instruction afforded by our system of schools. When it is stated that adequate provision has been made for the instruction, absolutely gratuitous, of all children and youth, not only in Primary and Grammar Schools, but also of all who are qualified, in High Schools; that the day schools are supplemented by a system of evening schools, of different grades and descriptions, for the benefit of adults and of children whose circumstances require them to work dur-

ing the day; that the school accommodations comprise 105 school-houses, most of which are substantial and commodious edifices, with all the modern improvements in school architecture, the aggregate actual value of this school property amounting to \$5,891,747.15; that the whole number of sittings, each consisting of a separate desk and chair of the best patterns known, amounts to 44,192; that 1,000 teachers are employed at the annual expense for salaries of more than \$800,000; and that the annual expenditure for school purposes, exclusive of the cost of school-houses and lots, exceeds \$1,000,000, — when this is stated, it is evident that there has been no lack of means in this city for the establishment and support of public schools. Cheap schools are usually poor schools. The great cost of our schools is not proof positive that they are good, but the liberal scale on which they are conducted affords the best presumptive evidence in their favor, for an intelligent community would not be likely to pay so high a price for a poor article. If the inestimable blessings of a good education are not secured to every child in the community, it is certainly not for want of well equipped and liberally supported schools. If there are children growing up without proper instruction, the cause is to be found in the want either of ability or disposition on the part of their parents to send them to the schools which have been provided for their benefit.

What, then, are the facts in regard to the attendance and non-attendance of children in this city?

This important question I propose to answer, as

far as I am able to do so, by the use of the information at my command. In attempting to accomplish this purpose, the first item of information we have to seek is that of *the number of children of school age*. In a small country town it would not be a difficult task to get this statistical item with almost absolute exactness; but in a large city the exact enumeration of all the children of suitable age to attend school is a very different thing. The legal provision for the enumeration is as follows:—

“The assessors shall annually, in the month of May, ascertain the number of persons in their respective towns and cities on the first day of May, between the ages of five and fifteen years, and, on or before the first day of July following, report the same to the school committee.” Our assessors, finding themselves unable, in a city of this size, to comply with the letter of the law by doing this work personally, placed the supervision of it in my hands. This duty I have performed as well as I could, during the past ten years. The mode of proceeding is this: An enumerator experienced in such matters is appointed to take charge of the work. He selects sixteen assistants, one for each ward, who present themselves at my office for examination as to their fitness for the duty to be performed by them. When the requisite number of assistants has been approved, they are furnished with blank books* and carefully instructed as to the manner in which they are to proceed.

* NOTE. — The schedule printed at the head of the books used is as follows:—

Locality.	Order of the Families.	Children between the ages of 5 and 15.	Attend Public School.	Attend Private School.	Teachers of Private School.	Location of Private School.
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At the end of the first day's work the enumerator presents the books of his assistants for examination. This is repeated several times during the progress of the work. If an assistant proves to be incompetent, he is discharged. As a means of securing fidelity and accuracy in the work; oc-

The following questions and explanations are printed on the first page of each book:—

DIRECTIONS TO CANVASSERS.

Questions to be asked by the Canvasser.

- 1st. Is there more than one family in this house?
- 2d. Is there any family in this house having one or more children?
- 3d. How many children have you that are over 5 years of age and under 15?
- 4th. How many of these attend public schools?
- 5th. How many of these attend private schools?
- 6th. If any attend a private school, what is the name of the school, and where is it located?

N. B. These questions should be put in a clear and distinct manner, so that they may be well understood and correctly answered.

A single parent and one child are sufficient to constitute a family, and should be so registered; but a single person living alone is not to be considered a family. A husband and wife are to be accounted a family, whether they have children or not.

A person keeping a hotel or boarding-house is to be considered a family. Children living away from their parents belong to the family with whom they live.

Ask of each family question 3d.

"Under 15 years of age" means before the 15th birthday.

"Over 5 years of age" means after the 5th birthday.

Each book contains also the map of the ward for which it is assigned.

casionaly the name of one of the assistants is drawn by lot, and his book is put into the hands of a suitable person to re-canvass a portion of his ground. Sometimes the enumerator and myself together make this re-canvass. Even with all the care thus bestowed upon this matter, it is not to be supposed that mathematical accuracy has been reached. It is, however, safe to say that a tolerably close approximation to it has been attained.

The enumeration of last May made *the number of persons in the city between the ages of five and fifteen years*, 45,970. This is the number of children to be educated, or the number due at school, on the supposition that the schooling of all children is to be continued until the age of fifteen years.

We are now to ascertain how far this number can be accounted for. In attempting to do this we begin with the enumeration of the pupils in the public schools; and for this purpose I use the statistics made up at the close of the last school year, because they contain the last yearly averages. Our school records have not been so kept, until the beginning of the present school year, as to show how many *different pupils* are enrolled; they show only the *average number belonging*. The average for the year is found by averaging, in the first place, each month, the numbers actually on the roll for each day in the month being added, and the sum being divided by the number of school days in the month. Then the monthly averages thus obtained are again averaged. When a pupil is absent for five consecutive days, for any cause whatever, his name is dropped from the roll, until he

returns, and it is not counted with the number belonging. If a pupil leaves without intending to return, his name is dropped at once. This mode of keeping the records makes the average belonging considerably less than it would be, if the names of pupils, absent from sickness or other causes, were retained and counted as being on the roll, until their return. Teachers generally try to keep their rolls *trimmed* as closely as possibly, because, in this way, the per cent. of attendance is made to appear more favorable. Besides, it is to be borne in mind that, by this mode of keeping the records, the number reported as the yearly average belonging, is much less than the whole number of pupils, who have been in attendance for some part of the year. For instance, if one pupil attended school *five* months, another *three*, and a third *two*, these three pupils would be counted as if they were only *one* child attending school the ten months which constitute the school year.

The average whole number *belonging* to the public schools for the year ending Aug. 31, 1871, was:—

Day Schools	36,174
Evening Schools	1,666
Evening Drawing Schools	380
Total	<hr/> 38,220

The average *attendance* at the private schools, for the year ending Aug. 31, 1871, was:—

Tuition Schools	2,945
Free Catholic Schools, and Charitable and Reformatory Institutions	4,359
Total	<hr/> 7,304

The average attendance at these two general classes of private schools would not probably exceed 85 per cent. of the whole number belonging. On this supposition, the average *whole number belonging* to the private schools would be 8,593. Adding this number to the average whole number belonging to the public schools, we have, as *the aggregate, average whole number of pupils belonging to public and private schools*, 46,813, a number larger by nearly one thousand than that of the children in the city of school age. But this number includes pupils over 15 years of age; there are none in school under 5 years of age. We must, therefore deduct from it those pupils who are over 15. In the High Schools the number of pupils over 15 is 1,082, and in the Grammar Schools, 1,110. As we have no returns of the ages of pupils in the evening and private schools, the number who are over 15 years of age can only be estimated. In the evening schools I estimate that two-thirds are over 15 years of age, amounting to 1,110. In the free private schools, little else than the elementary branches being taught, it is probable that there are very few pupils over 15 years of age. Among the tuition private schools were included the Industrial School of the Massachusetts Institute of Technology, and the commercial colleges, with 576 students belonging. It may reasonably be taken for granted that all these students are over 15 years of age. By far the larger number of the tuition private schools are for young children, and, at all events, the proportion of the pupils in these schools, taken together, who are

over 15 years of age, is not greater than that of the public schools, which is about 6 per cent.; assuming this figure as the basis of calculation, the number over 15 in these schools is 465. Adding this number to 576 we have 1,041. A fraction of the pupils in the private schools are non-residents, but this is balanced, probably, by the private schools not reported by the canvasser. Several private schools are known to have been omitted in the enumeration.

The number over 15 years of age stands thus: —

In High Schools	1,082
In Grammar Schools	1,110
In Evening Schools	1,110
In Private Schools	1,041
Total,	<u>4,343</u>

Deducting the total number over 15 from the whole number belonging to all the schools, and we have the number under 15 belonging, thus: —

Number belonging to all the schools	46,813
Number over 15	<u>4,343</u>
Number under 15 belonging	42,470

This number, thus accounted for, taken from the whole number of children of school age, enumerated, 45,970, leaves 3,500 still to be accounted for. For this purpose it is necessary to examine our school statistics a little more closely.

CLASSIFICATION OF PUPILS IN PRIMARY SCHOOLS BY AGES.

Five years of age	17 per cent.
Six years of age	22 “ “
Seven years of age	23 “ “
Eight years of age	19 “ “
Nine years of age and over	19 “ “

It appears from the above that the number of children 5 years of age who belong to the Primary Schools is only 75 per cent. of those 7 years of age. It may be assumed, then, that at least 25 per cent. of the children 5 years of age do not attend either public or private schools. The whole number of children 5 years of age is about one tenth of the number between 5 and 15, or 4,597; 25 per cent. of this number is 1,149. I consider this number of children who are not in school, or nearly all of it, as satisfactorily accounted for. When I say it is satisfactorily accounted for, I mean that this number cannot with propriety be considered as any part of the number of children who are growing up without the advantages of schooling. For these children are, for the most part, kept at home by their parents, not to their injury, but for their good. They are not withheld from school to work at home, or to work for hire. A very small fraction may be prevented from attending school on account of the neglect of parents. It is becoming very common for parents in easy circumstances to defer sending their children to school until six or even seven years of age, and for a child under six years of age, the freedom of a good home is doubtless better than the teaching to be had in an ordinary school. The children of the poorer class of parents who arrive at the age of 5 years during the winter season, are generally kept at home until the opening of spring. This is not the consequence of neglect; it is done out of regard for the welfare of the children. Besides, it is to be borne in mind that children 5 years of age are not generally regarded

as having arrived at school age. In several States of the Union children under six years of age are prohibited from attending school.

And then, on the other hand, it is not reasonable to take it for granted that all children from 12 to 15 years of age who are not in school are to be classed with those who are growing up without competent education. In this State there is no school age recognized and fixed by law. Is it not doubtful whether it would be best for all children to attend school constantly until the age of 15 years? I am not aware of the existence of any system of general education that contemplates the constant schooling of all children up to that age. The end of the thirteenth year is the age most generally designated as the minimum for constant and consecutive attendance at elementary schools. In Switzerland, a country unsurpassed for the excellence of its system of popular education, the constant schooling of children is not required after the end of their twelfth year. From this age they are required, during three or four years, to attend certain schools from two and a half to eight hours in each week.

The number of pupils between 10 and 14 years of age belonging to the Grammar Schools is 12,718. This would give, if there were no falling off in the attendance of older pupils, 3,179 as the number of pupils, who are 14 years age, belonging to those schools. But the number of this age actually belonging is only 1,760, showing a falling off of 1,419. This number of pupils, it is evident, must have attended school up to about the age of 14 years, and

if so, they are pretty well accounted for. If they have not received so good an education as could be desired, they are by no means to be classed as *ignorants*. Then the number between 12 and 14 is 978 less than the number between 10 and 12. This number fall out of the school ranks after they reach the age of 12 years and before they reach the age of 14; and all or nearly all pupils who remain in school until 12, even if their attendance is not very regular, get a fair knowledge of reading, writing and spelling, with the elements of arithmetic and geography. It is reasonable to suppose that half the pupils at least, leaving school at 12 or 13 years of age, have a passable elementary education. On this supposition, we have 489 more to add to those previously accounted for.

The children between 5 and 15 not in school, thus accounted for, are:—

Those 5 years old kept at home	1,149
Those leaving school at 14 years of age	1,419
Half of those leaving school between 12 and 14 years of age	489
Total,	<hr/> 3,057

This leaves less than 500 of the 3,500 remaining to be accounted for, and yet I have made no estimate of the number under 15 who have left private schools after having obtained a tolerably good elementary education, nor have I undertaken to calculate how much the whole number belonging to our schools would have been swelled by disregarding the "five day rule," and counting as belonging all pupils who have been absent for a much longer period than five days.

RECAPITULATION.

Whole number of children between 5 and 15,		45,970
Number belonging to Public Schools,	38,220	
Number belonging to Private Schools,	8,593	
Total number belonging to all schools,	————	46,813
Number in all schools over 15,		4,343
		<hr/>
Number between 5 and 15 in all schools,		42,470
Number 5 years old not in school,	1,149	
Number 14 years old not in school,	1,419	
Half the number between 12 and 14 not in schools,	489	
Number between 5 and 15 unaccounted for,	443	
	————	3,500
		<hr/>
		45,970

It appears, then, that the whole number of pupils of all ages belonging to the public and private schools is considerably in excess of the number of persons in the city between 5 and 15 years of age; that the number between these ages belonging to the public and private schools is 92 per cent. of the whole number in the city; that of the 7 per cent. not attending school, six sevenths are pretty well accounted for, making 99 per cent. in school, or accounted for, while 1 per cent. remains unaccounted for. This statement of the case respecting the school attendance in this city seems to afford evidence for the belief that the number of children who are growing up without acquiring at least the rudiments of education is quite small. During the past ten years, I do not remember to have met with the case of a child who had resided in the city until the age of fourteen without learning to read and write.

Our truant officers are expected to look after all children not attending school, who are found in the streets without any lawful occupation. From their reports, and from information derived from other sources, I had good reason for believing that they are faithful and efficient in the performance of their duty. But as I occasionally hear it said in educational speeches, or read in some newspaper communication, that there are several thousand—from ten to fifteen thousand I think is the number named!—vagrant urchins in the streets growing up in ignorance, idleness, and vice, I thought I would try to find where they were. Accordingly, some week or two ago, on a bright and sunny morning, taking care not to select a holiday, I set out on a voyage of discovery. I went to all the railroad stations, I drove round the marginal streets, scanning the wharves and alley-ways, keeping a sharp lookout for boys and girls of school age. The result of this perambulatory expedition, which occupied two or three hours, was quite extraordinary, in respect to the smallness of the number of children of school age that were found at all. Every one found was stopped and his case inquired into. The whole number found was hardly more than could be counted on one's fingers, and among them there was only one who had not a good reason for being out of school. This was a truant who had slipped through the fingers of his teacher, and escaped the vigilance of the truant officer. The next day being fine, I continued the survey, going through nearly all the streets of a densely populated section of the city. The result was about the same

as that of the preceding day. The few children found, with one exception, gave good reasons for their absence from school. He was a licensed news-boy, and was generally found in school. A similar district in another part of the city was inspected on the third day. It was the same thing over again. I propose to repeat this survey of the streets when the spring opens. In my last report I presented a tabulated report of the doings of the truant officers during the past ten years. That report affords strong evidence of the activity of those officers, and it is no doubt largely owing to their labors that so few absentees are found in our streets.

But however favorable our statistics of attendance may appear, it is nevertheless quite certain that there are many children in the city who are not in the way of acquiring what may be called a competent education, that is, a good elementary education; and so long as there is one such child remaining, our efforts to improve the attendance, and reduce absenteeism, should not be relaxed. Among the forces to be relied upon to secure the general attendance of children at school, the character of the schools is the most important. The more nearly our schools approach to the most approved standard of excellence, the more they will be attended, not only by the children of the wealthier classes, but also by the children of the poor. In pursuing the conquest of ignorance this fact should ever be kept in the foreground. Still, the attractive force of a good school is not alone sufficient. Experience proves that it must be supplemented by coercive instrumentalities. As I have

already intimated, the truant law, which has been in operation for twenty years, has proved a powerful auxiliary in the warfare against ignorance. Indirectly the truant officers have performed a very valuable service, which, perhaps, was not anticipated when the truant law was enacted; they have, to a very great extent, been the means of making those classes of persons who do not appreciate the value of education, at least feel the disgrace of voluntary ignorance. Let the sentiment once become universal among all classes of society that voluntary illiteracy is not only disgraceful, but criminal, and there will be comparatively little need of the *application* of compulsory means to secure school attendance.

I am not yet prepared to take the ground that every child should be expected, much less compelled, to attend school constantly until the age of fifteen years, but I think we ought to spare no pains to secure to every child the advantages of schooling until the age of fourteen years. For the present this might be accepted as a reasonable minimum. The law requires children to be sent to school, by their parents or guardians, for at least twelve weeks in each year, until they are fourteen years of age, and it forbids the employment in manufactories of children under fifteen years of age, unless they have attended school at least three months during the year next preceding such employment. There is little occasion for enforcing these provisions of law in the case of children under twelve years of age. The practice of employing children from twelve to fourteen years of age in stores is becoming quite

common, and it may be found necessary to require the parents of such children to keep them in school during the time prescribed by law. The truant officers are now engaged in the investigation of this matter. I have frequently requested them to ascertain whether in their respective districts children are employed, contrary to law, in manufacturing establishments. But they have entered no complaints against manufacturing for such employment of children.

The evils of *Non-Attendance*, *Absenteeism*, and *Truancy* are largely occupying the attention of educators in all parts of our country. The following judicious and appropriate remarks on these evils are taken from the last report of the United States Commissioner of Education:—

“The non-attendance of the population of school age in our cities, increased by absentees and truants, is the grand source from which are supplied all the developments of vice and crime against person and property. These evils are noticed in some form of complaint in almost every State and city report; each is sufficient to imperil the interests of any community. . . .

“For these evils, already so vast, and still growing with such rapidity in most of our cities, many causes are assigned. The indifference or the poverty of parents, the inconvenience of location of school-houses, the unattractiveness of the school-houses, the insufficiency of school accommodations, and the inefficiency of school-teachers, are among those generally given. But the causes are sufficiently apparent, in any community, to those who will look after them carefully.

"How can they be overcome, and their consequences remedied? The public sentiment of each community must answer. Nothing adequate, however, may be expected, if the facts are not looked up by the teachers, the police, and other city authorities, and brought home to the feelings of the citizens. It is useless to say that these evils cannot be removed. If they are irremediable, we must admit the alarming fact that many of our cities are fast becoming unsafe as places of residence for honest and decent people. Life would lose its security and property its value. The conduct of school officers, and teachers sometimes, by their indifference, suggests that the remedy should begin with them. In these cases they conduct the schools as if they were intended only for their own convenience, and for the benefit of scholars that they may choose to retain within them. Too many reports never recognize this element, never include the whole population of school age. Average attendance and percentage of attendance are made out on the basis of enrolment; whereas the standard in every case, for the system or the school, should be the education of the whole number who ought to be in school. Every system and every school should compare what it does with what it ought to do for the whole number of children for which it is responsible.

"It is important to show the evils resulting from the running away, or absence, of those who are registered in the school; but the representation, if truthful and complete, would include the corresponding facts with regard to those who never appear in the school-room. Go up and down our cities, how few

can even seat, and how many less can give instruction to the total number of children of school age? Not a single State can do this. It may be said then, first, that the idea must be corrected in the minds of school officers and teachers; second, there must be ample instruction and accommodations for the entire population of school age; third, every appropriate measure must be adopted to overcome the indifference of parents; and fourth, if the evil is not otherwise remedied, the law should imperatively require every child to receive instruction, at least in the rudiments of an English education, a certain number of months each year within the period of proper school age. These things not only ought to be, and are essential to the public good, but they have been done and well done. Boston long since showed, approximately, how education can be guaranteed to every child in an American city. Massachusetts furnishes a good law, and the respective municipalities put it into efficient operation. Municipal officers, teachers, police, heartily unite, and favorable results are reported. New York has a good law, but it is well-nigh without enforcement. Whatever operates against one of these evils has a favorable effect upon each of the others. The absolute prevention of non-attendance will gradually reduce absenteeism and truancy."

In commending what has been done in Massachusetts to secure school attendance, I understand the able Commissioner, General Eaton, to mean that we have done well in comparison with those communities which have done little or nothing in this direction; not that we have done all that is desirable.

As it is profitable to know and to consider well what competent judges think of us, and especially what competent judges from foreign countries think of us, I quote in this connection extracts from a letter concerning these matters in Massachusetts and Boston, written to our Educational Commissioner at Washington, by Mr. A. J. Mundella, of England, a prominent member of Parliament, and an able and well-informed advocate of popular education. His visit to our schools, and his admirable address to our Primary teachers, are doubtless fresh in the minds of members of the Board: —

"I may congratulate you without reserve on possessing, in all the States through which I have passed, the best and most commodious school-houses in the world. Nothing which I have seen in any European country will compare with them; the State of Massachusetts, I think, and more especially the city of Boston, standing pre-eminent. The Normal Schools which I have seen are excellent, and the attainments of the teachers, especially of the female teachers, beyond anything I could have expected, and far beyond anything I have witnessed elsewhere.

"The munificence of the American people in the section I have visited, in providing schools, is, in my opinion, entirely without a parallel; a good education being offered free to every American child. If I have any regret, it is to notice that where such ample, almost lavish, provision has been made, *there are still many who partake very sparingly only, while others absent themselves altogether from the feast.* If you could introduce a plan for enforcing

regular attendance for a course of years, as is done in Germany, your educational system would leave little or nothing to be desired. I may state, from long experience, that where the education of children is wholly dependent upon the parents, selfishness, or the indifference, or intemperate habits of many, will cause a considerable number to be entirely neglected, or only partially educated; and, in a country like yours, where the only guaranty for your free institutions is the intelligent assent and support of the citizens, the State and the nation have a right to demand that those who share in the government of the country, and enjoy its privileges, shall have had the advantage of education and a virtuous training.

"In my opinion the successful working of the schools in Boston is mainly attributable to the fact that large, compulsory powers are exercised by the School Board of that city. . . .

"While there is so much room for congratulation, there is an immense field remaining unoccupied, which cannot be neglected without grievous loss to the nation. *I refer to technical, industrial, and art education, which, so far as national and State effort is concerned, seem to have been much neglected.* The Cooper Institute of New York, and the Institutes of Technology at Boston and Worcester, are bright exceptions. The first I regard as one of the most noble and useful instances of private benevolence I have ever encountered."

CLASSIFICATION.

In connection with the foregoing account of school attendance it seems desirable to show the classification of the pupils belonging to the public schools, for, as an element in determining the success of our school system, it is necessary to know, not only how many children are in school, but also to know to what grades and classes they belong. We want to know, in the first place, the percentage of pupils belonging to the three *grades of schools*, namely,—the High, the Grammar, and the Primary. And then we want to know the percentage of the pupils belonging to *the different classes of each grade*. For the purpose of this comparison the statistics are taken from the returns of January 31, 1872.

Taking the average whole number belonging to the day schools [36,560], during the half year preceding the above date, as the basis of calculation, we find that the percentage belonging to each grade is as follows:—

<i>Schools.</i>	<i>Number.</i>	<i>Per cent.</i>	
		1872.	1862.
High,	1,723	.04-7	.02-9
Grammar,	19,605	.53-6	.47-4
Primary,	15,232	.42-6	.49-6

This table shows a very considerable gain in the percentages of the upper grades. The Grammar Schools have made a great relative gain. The proportion of pupils in the High Schools has increased very largely, the number 47 as compared with the number 29 representing the ratio of increase. For every 1,000 pupils in all the day schools, there are 47 in the High Schools, or a little less than 5 per

cent. But a little calculation will show that this is not the true per cent. of the pupils that enter the High Schools, as is sometimes erroneously asserted in attempting to prove the inefficiency of the lower schools. It is manifestly absurd to take the percentage of pupils in High Schools at any given time as the per cent. of pupils who avail themselves of High School education. And yet this absurdity is repeated at about every educational gathering in this region. To get the true per cent. the *time* in the High Schools as compared with the time in the lower schools should come into the calculation in connection with the numbers in these grades of schools. The number that entered the High Schools this year was 19 per cent. of the number that entered the Grammar Schools from the Primary.

Classification of High Schools.

SCHOOLS.	Advanced.	CLASSES.					
		First.	Second.	Third.	Fourth.	Fifth.	Sixth.
Latin .....	.....	23	27	33	25	11	99
English High.....	14	104	170	235	.....	.....	.....
Girls' High and Normal...	52	117	181	246	.....	.....	.....
Roxbury High	16	41	65	78	.....	.....	.....
Dorchester High.....	.....	46	37	47	.....	.....	.....
Totals	82	331	480	639	25	11	99
Percentages .....	.04-9	.19-8	.28-7	.38-3	.01-4	.00-6	.05-9

The percentages in the foregoing table show the ratios of the several classes to the whole number of pupils belonging to the High Schools, January 31, 1872. The advanced class of the Girls' High and Normal School includes the 36 pupils in the Training Department.

The following table shows the number of teachers, the average number of pupils, and the average number of pupils to a teacher, in each of the High Schools, during the half year, ending January 31, 1872:—

SCHOOLS.	No. of Teachers.	Average No. of Pupils.	Average No. of Pupils to a Teacher.
Latin	11	222	20.1
English High	17	541	31.8
Girls High and Normal	23	622	27.
Highlands High	6	206	34.3
Dorchester High	5	132	26.4
Totals	62	1723	27.7 [av.]

Classification of Grammar Schools.

<i>Classes.</i>	<i>Number, Jan. 31, '72.</i>	<i>Per cent.</i>
First Class (highest),	1448	.07
Second Class,	2349	.12
Third Class,	2996	.15
Fourth Class,	3273	.17
Fifth Class,	4491	.23
Sixth Class,	5075	.26

The classification shown in the above table, which has been taken from the last semi-annual returns of the Grammar Schools, is not strictly correct, as it is known that pupils of some schools were reported as belonging to higher classes than they were, by the standard of the programme, qualified for. It is hoped that in future the returns in respect to classification will be in strict accordance with the facts as they exist at the time of making the returns. In no case should pupils be designated as belonging to the fifth class, unless they have passed an examination in *all* the studies required in the sixth class. And so of the other classes. One of the principal objects for which the course is divided into steps is to facilitate the transfer of pupils from one school to another without loss of time. But if these steps are disregarded in the promotion and designation of pupils, confusion and waste of time is the result.

A pupil going from a school which is not correctly classified to one that is, cannot be placed in a class suited to his attainments. And the case is just as bad where the pupil goes from a school that is classified in accordance with the programme to one which is not so classified.

The following table shows the number of teachers and average whole number of pupils, and the average number of pupils to a teacher (not counting the masters' head assistants) in each Grammar School for the half year ending January 31, 1872.

SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.	SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.
Adams.....	12	532	48.3	Hancock...	19	873	48.5
Bigelow.....	20	887	46.6	Lawrence..	18	858	50.4
Bowditch....	14	533	41.0	Lewis.....	12	561	51.0
Bowdoin.....	12	494	44.9	Lincoln....	15	774	55.3
Boylston....	11	400	40.0	Lyman.....	12	498	45.2
Brimmer....	16	638	42.5	Mayhew....	13	468	39.0
Chapman....	12	568	51.6	Norcross....	15	687	49.0
Comins.....	17	808	50.5	Phillips....	13	551	45.9
Dearborn....	16	714	47.6	Prescott....	13	609	50.7
Dorch'r Dist.	33	1075	35.8	Quincy.....	14	609	46.8
Dudley.....	7	258	43.0	Rice.....	15	618	44.1
Dwight.....	13	599	49.9	Shurtleff...	14	664	51.0
Eliot.....	16	742	49.4	Washington	7	243	40.5
Everett.....	15	684	48.8	Wells.....	11	451	45.1
Franklin....	15	652	46.5	Winthrop...	18	757	44.5
Sherwin.....	18	800	47.0	Totals.....	456	19,605	46.3

The following table shows the increase and decrease in the number of pupils in the respective Grammar Schools during the past year:—

SCHOOLS.	Feb. 28, 1871.	Jan. 31, 1872.	Decrease.	Increase.	SCHOOLS.	Feb. 28, 1871.	Jan. 31, 1872.	Decrease.	Increase.
Adams	537	532	5	....	Hancock ...	886	873	13	....
Bigelow	856	887	....	31	Lawrence ..	850	858	....	8
Bowditch	587	533	54	....	Lewis	487	561	....	74
Bowdoin	513	494	19	....	Lincoln	761	774	....	13
Boylston	418	400	18	....	Lyman	508	498	10	....
Brimmer	661	638	23	....	Mayhew	519	468	51	....
Chapman	546	568	....	22	Norcross	679	687	....	8
Cemins	833	808	25	....	Phillips	581	551	30	....
Dearborn	717	714	3	....	Prescott ...	581	609	....	28
Dorch'r Dis't	1001	1075	....	74	Quincy	660	609	51	....
Dudley	359	258	101	....	Rice	634	618	16	....
Dwight	618	599	19	....	Shurtleff ...	582	664	....	82
Eliot	754	742	12	....	Washington	386	243	143	....
Everett	711	684	27	....	Wells	473	451	22	....
Franklin	664	652	12	....	Winthrop ..	796	757	39	....
Sherwin	675	800	....	125	Totals	19,833	19,605	693	465

It appears that the net decrease in all the Grammar Schools is 228. I am unable to account for this decrease. In the particular cases of the Washington and Dudley Schools, the decrease is accounted for by change of district limits, whereby pupils were trans-

ferred to other schools. The fact that the number of children between five and fifteen years of age, enumerated last May, showed a decrease, affords room for concluding that the population of the city has decreased, in consequence of the recent rush to the suburban towns.

Classification of Primary Schools.

<i>Classes.</i>	<i>Number, Jan. 31, '72.</i>	<i>Per cent.</i>	
		1872.	1863.
First Class (highest),	2466	.16	.15
Second Class,	2723	.18	.14
Third Class,	2301	.15	.14
Fourth Class,	2363	.16	.15
Fifth Class,	2361	.15	.17
Sixth Class	3125	.20	.25

Here it will be observed that there is a remarkable evenness in the classes; and here the report is belived to be substantially in accordance with the facts. It will be seen also that the relative gain in the upper classes during the past years has been very gratifying. In 1863 the first class was only three-fifths of the sixth class; now it is *four-fifths*. It used to be said that in the graded system of Primary Schools, the sixth class must always be quite disproportionate in numbers to the other classes. Experience has disproved this assertion. The aggregate percentages of the three upper classes is almost exactly the same as that of the three lower classes. This is a most satisfactory showing.

The following table shows the number of Primary pupils in each district, and the *average number of pupils to a school, or teacher, during the last half year*: —

DISTRICTS.	No. of Schools.	Whole Number.	No. to a School.	DISTRICTS.	No. of Schools.	Whole Number.	No. to a School.
Adams	9	415	46.1	Lewis.....	10	490	49.0
Bigelow	14	642	45.8	Lincoln	11	588	51.6
Bowditch ...	10	395	39.5	Lyman.....	7	306	43.6
Bowdoin....	11	476	43.2	Mayhew ...	7	289	41.2
Boylston....	6	308	51.3	Norcross ...	14	610	43.5
Brinamer....	12	451	37.6	Phillips	7	269	38.4
Chapman ...	10	438	43.8	Prescott....	9	436	48.4
Comins	17	831	48.8	Quincy.....	11	441	40.1
Dearborn ...	17	825	48.5	Rice	10	356	35.6
Dorchester..	20	888	44.4	Sherwin ...	12	572	47.6
Dwight	6	263	43.8	Shurtleff ...	12	629	52.4
Eliot	16	749	46.8	Washington	7	305	43.6
Everett	10	533	53.3	Wells.....	12	514	42.8
Franklin....	6	330	55.0	Winthrop ..	9	365	40.6
Hancock	19	880	46.3	Training ...	1	38	38.0
Lawrence ...	12	574	47.8	Totals	334	15,232	45.6

The following table shows the number of Primary pupils in each district promoted to the Grammar Schools, January 31, 1872, and the average number of promotions to each school in the respective districts:—

DISTRICTS.	No. of Schools.	Sent to Gr. Sch.	No. to a School.	DISTRICTS.	No. of Schools.	Sent to Gr. Sch.	No. to a School.
Adams	9	47	5.2	Lewis.....	10	75	7.5
Bigelow	14	111	7.9	Lincoln	11	81	7.3
Bowditch ...	10	65	6.5	Lyman.....	7	30	4.3
Bowdoin	11	66	6.0	Mayhew ...	7	51	7.3
Boylston....	6	45	7.5	Norcross ...	14	95	6.7
Brimmer ...	12	64	5.3	Phillips.....	7	26	3.7
Chapman ...	10	57	5.7	Prescott....	9	61	6.7
Comins	*17	99	6.1	Quiney	11	42	3.8
Dearborn ...	17	123	7.2	Rice.....	10	50	5.0
Dorchester..	20	101	5.1	Sherwin....	12	63	5.2
Dwight	6	38	6.3	Shurtleff....	12	63	5.2
Eliot	16	112	7.0	Washington	7	50	7.1
Everett.....	10	73	7.3	Wells.....	12	81	6.7
Franklin ...	6	45	7.5	Winthrop...	9	70	7.7
Hancock....	19	105	5.5	Training ...	1	.....	.....
Lawrence...	12	94	7.8	Totals	334	2083	6.2

* One school discontinued.

TEACHERS.

"All roads lead to Rome;" so all lines of educational improvement converge into one central object, — *the teacher*. The importance of other elements that go to make up a good school may be, and often are, over-estimated. Not so with the teacher. The teacher *is* the school. How to secure to every school a teacher who understands and loves his work, — this is the supreme educational problem, at all times and in every place. It is a comparatively easy matter to build good school-houses, and make a judicious choice of text-books, and draw up a rational and sound scheme of instruction; but to furnish such teachers as are needed is a very different thing.

At the present day no one, whose educational opinion is of much account, doubts that special preparation is requisite for success in teaching. It is not enough that the person who undertakes to exercise the functions of teacher has enjoyed good advantages for general culture. To a thorough general education in literature and science, he ought to add a knowledge of the principles and methods of instruction and discipline. Thirty years ago or more, Horace Mann delivered in every county in the State an eloquent address on the proposition, "Special preparation is a pre-requisite to teaching." He set in a clear light the frightful waste of time and money in our schools for want of such preparation. But he found everywhere opponents who told him that the teacher was born, not made; that skill in teaching was a gift that came by nature; that it was an art

which was incapable of being imparted by any process of training. But, happily for us, a great change has taken place in this respect. There is now a tolerably general agreement among us about the necessity of special professional training as a means of fitting teachers for their important and difficult duties. Nor is there any great difference of opinion in regard to the expediency and economy of providing for this needed training, through the instrumentality of special schools which are exclusively devoted to this single object. We call these institutions Normal Schools, the name *normal* being derived from a Latin word, which signifies a rule, standard, law. Schools of this character were called Normal Schools, either because they were designed to serve in themselves as the model or rule by which other schools should be organized and instructed, or because their object was to teach the rules and methods of instructing and governing a school.

Twenty years ago, after a thorough and exhaustive discussion of the subject, the School Board of this city established a Normal School, for the professional training of female teachers. This institution was not merely a Normal School in *name*; it was a Normal School in reality. And it did not aim or pretend to be anything else than a Normal School. Its sole aim was "to fit its pupils in training for the practical duties of teachers, by making them familiar with the most approved methods of teaching, and by giving them such command of the knowledge they have acquired, and such facility in imparting it, as shall enable them to originate methods of their own, and to

apply them successfully in the instruction of those who may afterwards come under their care." It commenced its career with the most flattering prospects of success, but before it had been in operation quite three years, the public sentiment demanded provision for the higher education of girls who were not intending to become teachers. The School Board undertook to meet this demand by changing the character of the Normal School, so as to make it a High School for girls as well. "It will not, however," said the advocates of the measure, "entirely lose its character as a Normal School." True enough, it never has entirely lost its normal characteristics. But from that day it has been more of a High School than a Normal School. It has undoubtedly rendered great service to the city. It has always been a school of many excellences; many of our most successful teachers have been indebted to it for the best part of their education, and the establishment of the Training Department, eight years ago, deserves especial mention as a step in the right direction, from which our schools have derived considerable benefit. Still, I believe that far better results would have been attained by two separate organizations. Everywhere, as education advances, educational institutions are simplified. *Institutions become more efficient in proportion as their functions are limited and distinctly defined.* The academy which enjoys the highest reputation in New England, and perhaps in the country, for fitting young men for college, limits itself to that single object. I have always regarded our plan for accomplishing the objects of two different schools

under one organization as a temporary expedient, and its abandonment as merely a question of time. It has been too long delayed. But the degree of unanimity with which the Board has just now, after long deliberation, voted to have a separate High School for girls, and a separate Normal School for the training of female teachers, leaves no room to doubt that this vexed question is at length settled.

This important action of the Board will leave the High School in its grand edifice, free to expand itself untrammelled, and to adapt its curriculum to the growing demand of the community for the largest and most liberal provision for the higher education of such young ladies as possess the disposition and capacity to avail themselves of it. The Normal School, on the other hand, not concerning itself with the business of imparting to its pupils a general education in literature and science, but limiting itself to the specific object of training its pupils in the science and art of education, of forming teachers of pupils who are already well-educated women, will be enabled to supply our schools with teachers of the highest qualification. If these institutions are conducted on right principles there will be no rivalry and no antagonism between them, any more than there is between the Latin and English High Schools. They will harmoniously co-operate with each other for the promotion of the educational interests of the city.

The Normal School should have, as an indispensable part of its organization, a model and practising school connected with it, embracing all the classes of the Primary and Grammar School grades. None but

promising candidates, of mature age and good education, should be admitted to its course of training. The certificate of qualification should be awarded only to such pupils as prove, by actual practice, their aptness to teach. And then such as successfully pass the prescribed ordeal should have the preference over other candidates in filling the vacancies that occur in the schools. A Normal School conducted in accordance with these principles, cannot fail to improve the quality of teaching in all our Primary and Grammar Schools.

But such an institution is not the only means necessary for securing the requisite teaching ability. *We need better regulations in respect to the examination of teachers.* In this respect, instead of making progress, we have lost ground. Ten or twelve years ago candidates were seldom elected without having passed an examination. It is true, the examinations were not very systematic or thorough, and there was no uniform standard of attainments required. Latterly, teachers have, in most cases, been appointed without any examination. I am fully persuaded that the best interests of our schools demand a reform in this respect. I sometimes hear it said that an examination is of no account. It is not difficult, indeed, to imagine a sort of an examination which would be of little value, as a test of a teacher's qualifications. But an examination of the right description, — a fair, broad, thorough examination, covering professional topics as well as subjects of general education, — would be of great use in various ways.

Why should we not grant certificates of qualification of different grades? Why should teachers receive the maximum salary before they have obtained a first-class certificate? I am satisfied that there is great room for improvement in respect to the examination of teachers. I am satisfied that the present practice of ignoring the examination of candidates is not giving us the best teachers we might get for the salaries paid. What is needed especially is a fair chance for competition. And how can there be a fair chance for competition so long as there are no examinations open to all comers? Our practice is evidently not calculated to encourage the application of the most meritorious candidates. Instead of opening the lists for competition in scholarship and knowledge of teaching, we virtually subject our candidates to a *pedestrian competition*, in canvassing the members of a large board, and a large number of masters.

We want teachers who combine tact and technical skill with good scholarship. The choice should not be between tact without scholarship, and scholarship without tact. We should, in the first place, exclude all candidates who have not good scholarship, and, I should say, very good scholarship, no matter how much tact they may have, and then from the *good scholars* select those who show the most tact. Teachers who are not good scholars do not wear well. They are not likely to improve. They become more and more mechanical in their teaching. They inevitably become, if they remain long in service, incorrigible routinists. Their minds are wholly occupied with

particulars and details, without being capable of dealing with principles. They are not likely to add much to the dignity or influence of the profession. It is especially desirable to have men of good education to fill the office of master; and as nearly all masters must come from the ranks of sub-masters and ushers, it is of the greatest importance to see to it that no man is appointed sub-master or usher who is not a very good scholar. The future of our schools depends largely on the character of the present sub-masters and ushers.

ADMISSION TO THE HIGH SCHOOLS.

On my recommendation, an order was introduced into the Board last year, with a view to a modification of the requirements for admission to the High Schools, excepting the Latin School. The proposition was to make the requirements of the highest class in the Grammar Schools the basis of the examination for promotion to the High Schools, and thus to harmonize these two grades of schools. This plan, however, was not adopted. As the regulations relating to this matter now stand, pupils can get into the High Schools who are not qualified to receive the graduating diploma of the Grammar Schools. This incongruity is not practically at this time a matter of vital importance. It is, however, quite important that the standard of requirements for admission to the High Schools should not fluctuate from year to year. The standard is composed of several elements, — the character of the questions, the number of the questions, the time given for answering them, the mode of mark-

ing the results, and the percentage of correct answers required. In all these elements there should be a reasonable degree of uniformity from year to year, unless notice is given beforehand that a change is to be made in any of them. It is a very easy matter to make the percentages go up or down, by varying the mode of marking the results of the same answers to the same questions. Last year, at the English High School, the answers to the questions in Interest were marked wrong, if they were not in conformity with the results of a method of solution somewhat recently adopted by bankers and brokers, and which the Grammar Schools had not intended to teach, but which they might have taught in a short time, if it had been known that it would be required. I do not know that any pupil was excluded in consequence of this marking, but the percentage thus obtained, if sent out without due explanation, would do injustice to the Grammar Schools.

As it is probable that there are many members of the Board who have not been furnished with the questions used at the examination for admission to the High Schools last July, I insert them here, for future reference, and accompany them with a copy of the questions used last year, for the same purpose, at St. Louis: —

FOR APPLICANTS TO THE HIGH SCHOOLS, BOSTON, JULY, 1871.

Geography.

1. Two ships start from the same port and sail, one ten degrees in latitude and the other ten degrees in longitude; which sails the greater distance?

2. Define Equator and Tropics.
3. The difference in longitude between London and New Orleans is 90 degrees ; what is the difference in time?
4. What is the breadth, in degrees, of the Temperate Zone?
5. In what latitude and longitude are our antipodes?
6. What seas are found south of Europe?
7. Give three of the principal mountain chains in Europe.
8. Mention the three principal cities in the valley of the Po.
9. On what rivers are Hamburg and Bremen situated?
10. What change has taken place in the political geography of Europe during the past year, in consequence of the German French War?
11. Draw a rough outline map of New York, and mark the principal waters.
12. Mention the principal West India islands.
13. What are the exports of these islands?
14. If you were to visit Rochester and Syracuse, N. Y., and Pittsburg, Pa., what important productions and manufactures would you find at each of these places?
15. Mention the great physical divisions of North America.
16. Mention the capitals of the Middle States. Mention the most important cities on the Rhine. What animals are found in the Old World which are not found in the New?
17. Mention two great deserts of the world, and state where they are situated.
18. Mention three of the highest mountain-peaks in the world, and state where they are found.
19. What do you understand by the term water-shed in Geography?
20. What by a basin?
21. What is a relief map?

History.

1. When and by whom was America discovered?
2. When and by whom was Plymouth settled?

3. In what colonies was free toleration of religion recognized?
4. When and for what purpose was the confederacy of the "United Colonies of New England" formed?
5. What was the Boston Port-Bill?
6. In what year did the Revolutionary war begin? End?
7. Mention one of the acts of the first Continental Congress.
8. What event determined the French to become our allies?
9. Why were the "Articles of Confederation" superseded by the Federal Constitution?
10. What were the two national purchases of Jefferson's and Monroe's administrations?
11. What is meant by Protective Tariff?
12. During whose administration was there a surplus revenue in the treasury, and what was done with it?
13. What was the cause of the Mexican War?
14. Name two of our prominent generals in the Mexican War, and one important victory gained by each?
15. What was the cause of the Kansas troubles?
16. In what year did the Rebellion begin and end?
17. Name the State that first seceded from the Union.
18. Name two of the most distinguished loyal naval commanders during the Rebellion, and one of the most brilliant exploits of each.
19. What terms were granted the rebels on their final surrender?
20. What presidents of the United States have died during their term of office?

Arithmetic.

1. Divide 312 by $\frac{1}{3}$.
Multiply 472 by $\frac{2}{3}$.
2. Divide $\frac{2}{7}$ by 250.
Subtract $\frac{5}{11}$ from 325.
3. 324 is $\frac{2}{3}$ of what number?
What is $\frac{1}{3}$ of $8\frac{1}{2}$?

4. Reduce $\frac{47}{6\frac{2}{5}}$ to a simple fraction.
5. Add $113\frac{2}{3}$, 118, $19\frac{1}{4}$, and $117\frac{5}{8}$.
6. Multiply forty and six hundred twenty-five thousandths by one hundred twenty-five thousandths.
7. Divide six hundred and twenty-five thousandths by two and five tenths.
8. Reduce 5 furlongs 21 rods to the decimal of a mile.
9. Reduce £7,325 to shillings, pence, and farthings.
10. If it costs \$11 $\frac{1}{2}$ to carry 6 tons, 17 cwt., 20 lbs., 12 $\frac{1}{2}$ miles, how far can the same be carried for \$23?
11. How many cords in a pile of wood 100 feet long, 8 feet wide, and six feet high?
12. How much will it cost to carpet a floor 30 feet long and 27 feet wide, at \$3.75 per square yard?
13. Three men can do a piece of work in 24 days, how many men must be added to the number to do the same in 4 days?
14. I sold a horse for \$2,100, and gained 5 per cent. on the cost; had I sold him for \$1,800 should I have gained or lost, and how much per cent.?
15. What is the interest of \$735 from April 7, 1870, to July 13, 1871, at six per cent.?
16. What is the interest on \$9,675 from January 1, to March 3, 1871, at $7\frac{3}{10}$ per cent.?
17. What is the interest on a six per cent. U. S. Currency Bond of \$10,000 from January 1, 1871, to March 17, 1871?
18. What is the bank discount on a three month's note for \$5,000 at 9 per cent.?
19. Find the interest due on the following note, if paid March 19, 1871: —

Boston, July 1, 1869.

\$2,500. For value received, I promise to pay John Jones, or order, twenty five hundred dollars on demand, and interest at six per cent.

NOTE. — Calculate the interest by days, 365 days to the year.

20. What will be your per cent. of correct answers, if you get seventeen out of the twenty right?

Grammar.

The figures written as exponents indicate the worth of the questions.

14. What is the difference between an adjective and an adverb?

24. Correct the sentences: If I had known it before I would have done different. Large bodies move slow.

34. Compare the adverbs *soon, well, much, wisely.*

44. State the different properties of a noun.

54. Write the plurals of the following words: *folly, chimney, deer, sheaf.*

64. How is a passive verb formed?

74. Express the idea of the following sentence, with the verb in the passive voice: Columbus discovered a light at a distance.

84. Define an auxiliary verb.

94. Write four auxiliary verbs.

103. Correct the following sentences: Each of the young ladies' are good scholars; but neither have learned their lessons. Between you and I, I think tis him.

114. What are the essential parts of a sentence?

124. Write a sentence wherein a participle is used as a noun.

134. Write a sentence in which the word *that* is used both as an adjective and as a conjunction.

144. Name the different parts of speech used as connectives.

154. Write the 1st person plural of the verb *call*, in the emphatic, progressive, and passive forms of the past indicative.

164. What are the principal parts of a verb?

174. Write the principal parts of *spin, throw, cast, cling.*

184. Define parsing and analysis.

19¹². Analyze the following: "Beautiful descriptions of morning *abound* in all languages, *but* they are *strongest*, perhaps, in the *East*, where the sun is frequently the object of worship."

20¹². Parse the words in italics in No. 19.

FOR APPLICANTS TO THE HIGH SCHOOL, ST. LOUIS, IN JUNE, 1871.

Geography.

1. What is a meridian?

Where must a place be situated to have no latitude and no longitude?

2. What is climate and upon what does it depend?

3. Define in order the following terms :

Lake ;

Ocean ;

Watershed ;

Isthmus ;

Peninsular.

4. A vessel is at London. Name in their order, one under the other, the bodies of water on which she must sail in order to reach Cairo, in Egypt.

5. Give the names of four rivers, whose course is northerly, and opposite each write the name of the grand division in which it is found.

6. Give the boundaries of Maryland, commencing with the northern boundary.

7. Give the situation of the following cities, naming the State, the part of the State, on what water : —

Chicago ;

Cincinnati ;

New Orleans ;

Philadelphia ;

Boston.

8. Where are the East Indies?

For what natural productions are they noted?

Where are the West Indies?

For what natural productions are they noted?

Name the largest island of each group.

9. In what division of South America are earthquakes most frequent?

10. Sketch an outline of Missouri, tracing the course of the Missouri river and locating St. Louis and Jefferson City, St. Joseph and Hannibal.

History.

1. By whom was the Mississippi discovered? Where? When?
2. Give the date and place of the earliest settlements in the United States.
 - (a) By the English.
 - (b) By the Spanish.
 - (c) By the Dutch.
3. What was the chief cause of the war in America between the French and English?
What part did the Indians take?
Name the most important generals on both sides.
4. What provisions were made for education in the early history of Massachusetts?
5. What was the "Bill of Rights"? By whom passed? Give its date.
6. How long did the Revolution continue? Name the first and last battles. Give the names of the commanders in the last.
7. State the important differences between the Articles of Confederation and the Constitution of the United States.
8. What body of men formed the United States Constitution?
When was it adopted?
What officers constitute the Cabinet of the President?
9. When are parties entitled to trial by jury? What rights has the accused in respect to witnesses? To counsel? To jurymen? What is said of excessive bail?

Arithmetic.

1. Subtract four hundred and twenty-nine thousand and six hundred and eighty-nine, from one million two hundred and thirty-four thousand five hundred and twenty-three, and multiply the remainder by four hundredths.
2. Divide 16.23551 by 7.31.
Define *factor*; *multiple*; give examples of each.
3. Find the greatest common divisor of 18 and 662.
Find the least common multiple of 16, 18, and 171.

4. How would you proceed to find $1\frac{5}{7}$ of any number?
 5. Four sevenths of 84 is six elevenths of how many times 9?
 6. How many square feet of paper will it take to cover the walls of a room 10 feet long, 6 feet wide, and 12 feet high?
 7. A grocer sold three barrels of flour, one for $\$9\frac{1}{2}$ and each of the others for $\$8\frac{1}{5}$. If \$27 were handed him, what ought he to return?
 8. Divide $\frac{3}{4}$ of $2\frac{2}{5}$ by $\frac{4}{5\frac{1}{3}}$
 9. What is the interest of \$856.24 for 2 years, 5 months, and 7 days, at 6 per cent.?
 10. If 9 men can reap 12 acres of rye in 12 days, how many men would be required to reap 8 acres in 6 days?
- Perform this question by analysis.

Grammar.

1. Write the plural of *echo*, *knife*, *penny*, and the letters *a* and *h*.
2. What is the rule for forming the plural of nouns? For forming the possessive?
3. Write the personal nouns.
4. How many degrees of comparison have adjectives, and what is the use of each?
5. Write a sentence in which the infinitive is used as subject; one in which an infinitive is the object of a transitive verb.
6. How is the passive voice of verbs formed, and what kind of verbs may have the passive voice?
7. Parse "what" in the sentence "I told him what to do."
8. Give an example of an interrogative sentence and underline the subject of it.
9. Analyze "The girls were sliding swiftly on the ice."
10. Write a synopsis of "know" in the first person singular of the indicative mood.

Words to Spell.

Always, bulrush, conqueror, descendant, easel, furnace, ghastly, harass, incessant, javelin, kangaroo, lose, mignonette, necromancy, horizon, parallelogram, quadrillion, representative, stratagem, tranquillity.

THE FIRST STEPS IN TEACHING NUMBERS.

Being highly pleased with the handling of numbers in the lowest classes of the Primary Schools in the Adams District, I requested two of the teachers to write out in detail their mode of proceeding. My request was very kindly complied with. The papers sent me are so good that I insert them here for the benefit of other teachers. It must not be inferred from my commendation of what these two teachers did, under the advice and direction of their principal, that there are not many other teachers who are doing excellent work in teaching the first steps in numbers.

MISS A. E. REED'S PAPER.

The First Principles of Number, as Developed with the Sixth Class.

In beginning my first lessons in number, I bring before the class a book, a pencil, or a bell, and ask different children the names of the objects before them; they give me the names of them, and then they are asked *how many* books, *how many* pencils, etc.; they reply one. I ask them to repeat after me, one *book*, one *pencil*, one *bell*, and then different children volunteer to find me any one object that they may see in

the room, always being required to connect the *name* of the object with the number found.

After a little drill upon one, I place one more beside the objects first taken; if I have taken books, I place one book by the first, requiring the children to watch me closely. I put one pencil by the first, and then taking both away, ask any child to do as I have done. How many books did I put with the first book? How many pencils with the first pencil? How many have I now? If they cannot all tell me, I say, *two* books, *two* pencils, and then desire them to count alone; one pencil, two pencils; one book, two books, and then the children are sent to find and count any two objects in the room.

Three and four, and the numbers as far as ten, are taken much the same way, every new number being preceded by drill upon the numbers already given.

After they can recognize two and three readily, and have some idea of the increase of number by *one*, the numeral frame is taken, and a child is asked to move four balls to one side of the frame; he is then asked to take one ball from the four balls, and the class tell how many balls are left; then one is taken from the three balls, and the children tell what remain, and finally the class see that nothing is left, by taking one from each number of balls.

After considerable practice upon the first ten numbers and their increase and decrease by *one*, the addition of numbers with objects (the sum not to exceed ten) is begun. I first take bright-colored blocks, as they are easily seen and handled; I place one upon my desk, and ask the class how many blocks they see

(one); at a little distance from it I place another, and they say it is one block; then we count the number of blocks upon the desk and find there are two; pointing to the first block, I say, one block (class repeats) and one block are two blocks; then the blocks are removed, and some child is asked to repeat it, selecting and placing as done at first.

After some little practice with the teacher at the desk, the children are sent to the boxes at the back of the room, which contain bright-colored cards. The number of cards first sent for is very small, as two cards and one card; three cards and two cards; these are arranged at each side of the desk, and when all the children are ready, the bell is struck, and each child stands in turn, and gives the number of cards at each side of the desk; and then their sum, as four cards and three cards are seven cards.

Another part of the programme is, counting by objects to one hundred. Nail-prints, spools, blocks, or cards are used by teacher and children in learning the succession of numbers; and when that is well learned, questions are asked the class upon, —

First. The Relative Size of Numbers; as, Which would you rather have, sixteen tops or twelve tops? nine apples or eleven apples? and,

Second. The Order of Numbers, the children being asked to tell what comes next after any number that is given them; what comes next after nineteen? thirty-seven? twenty-three? etc., and when the last step is well understood, the class will readily add *one* to any number below twenty without the use of objects, as thirteen cards and one card are fourteen cards; sixteen cards and one card are seventeen cards.

These are the different steps that I have followed in number, this term, and comprise all the limits in the Sixth Class.

MISS ELIZA A. WIGGINS'S PAPER.

The Development of Number in the Fifth Class.

The starting-point in Mathematics is the development of Number. A right beginning justifies, almost secures, a right ending. A slow and sure progress will be made by the constant use of objects brought before the child's eye,—handled and counted by himself. This method (through the enthusiasm of the child) may startle the stiff disciplinarian, but most valuable and accurate practical knowledge will be gained.

Every member of the class requires to be furnished with a very economical apparatus, which will serve for all succeeding classes. This apparatus consists of paper boxes, — $5\frac{1}{4}$ inches long, $3\frac{1}{4}$ inches broad, — (the covers fitting loosely), within each of which are kept 25 inch cards of various pleasing colors. On the under part of the box is written the child's name, also the year, month, and day it was loaned to him.

Twice a week, we have a very simple process of counting the cards, to see that each child has his complement,—never allowing any one to carry a card home, to feast the eyes of juvenile members. These boxes are kept in the desk, at the right-hand corner, and are never to be touched, except by order. When the time appointed for their usage arrives, at

a given signal, the hands touch the boxes, — carry to laps, — place upon the desks, at the left-hand upper corner, having the length of the boxes parallel with the length of the desks, and at the very edge, — hands on covers, — covers on desks directly below the boxes, — hands in position.

The first idea to be developed is that of One or Unity. Teacher presents one book, one pencil, one boy, and children can very readily assign to it the name of One. Children are requested to look about the room and mention one thing they see, also one thing they have seen at home, on the street, or elsewhere. Children are told to take one card from the open box, and place it on the desk, at the right of the box, and touching the upper part of the box. After having advanced thus far, teacher places the figure 1 on the board, explaining its significance. Teacher makes one vertical line (|) on the board, children tell how many lines are made, copy the same on the slate; teacher makes the figure 1 on the board, children tell what it is, and copy the same on the slate.

At the next lesson, we have a Review of One, and Two is brought forward in the same manner. Two objects are shown to the children, — two desks, two slates, two girls. Children tell how many are presented. Children are told to place two cards on the desk at the right of the box and on a level. Teacher makes two (||) vertical marks upon the board; children tell how many, and make the same upon the slate. The figure 1 is made upon the board by the teacher, and its significance given; children make 1 upon the slate. The figure 2 is made upon the

board by the teacher, and its significance given; children make 2 upon the slate.

In a similar manner, 3, 4, 5, 6, 7, 8, 9 and 10, are developed, by actual objects and by count. Then we take the combinations of numbers, — each decade by itself, — to 100.

At first the children are taught that 9 cards are more than 5 cards. The truth is evident to them as the cards lie upon the desk. In process of time they realize without sight that 3 oranges are less than 6 oranges, and finally they possess a knowledge of abstract numbers. They know that 9 is more than 7, 8 less than 10. To test their knowledge, teacher asks what number is counted before a certain number, what number after it; which is the larger number, which the smaller.

Children frequently count to 100, by the use of objects. The order of numbers can be easily taught at about this time; first, second, third, etc. Teacher tells a child to touch the tenth scholar, fifteenth desk, etc.

ADDITION.

With a sure foothold upon the value of numbers, we commence to count two numbers together, or to add. The signs of addition and equality are explained. The sign of addition, + (and), placed between two numbers, tells us they are to be counted together, or added. The sign of equality, = (are), tells us that the numbers on the left of the sign counted together, or added, are equal to the number on the right. Children comprehend, if they cannot explain, the meaning of the signs.

One child is requested to stand in front of the class, also another, and the children tell readily how many are standing. Children place one card upon the desk at the right of the box, and touching the box, also one card immediately below the first card, and they can tell at once how many cards are upon the desk. They read, looking at the cards: —

$$1 \text{ card} + 1 \text{ card} = 2 \text{ cards.}$$

Teacher makes one vertical mark (|) upon the board, also its equivalent in the figure 1. Children tell what they are, and copy on their slates. Teacher makes one vertical mark (|) immediately below it, also its equivalent in the figure 1. Children copy the same upon the slates. The work on the slate would be as follows:—

$$\begin{array}{l} | = 1 \\ | = 1 \\ 1 + 1 = 2 \end{array}$$

Children would read looking at the slate, thus:—

$$1 + 1 = 2$$

We proceed to add 2, 3, 4, 5, 6, 7, 8 and 9 to 1 in the same way, and gradually to add to 2, 3, 4, 5, 6, 7, 8 and 9, till the sum equals 10.

In connection with this work, teacher prepares plain white cards with the various combinations that amount to 10, using the signs + and = ($8 + 2 =$), but not marking the answer, which the children (each having a different combination) are required to read aloud, and to illustrate by cards upon the desks, and also by marks upon the slates. Suppose the white card had the following upon it:—

$$6+4=$$

Children would read $6+4=$, and they would place 6 cards in the first line at the right of the box, and 4 cards immediately below in another line. The work on the slate would be thus:—

$$\begin{array}{r} 6+4= \\ ||||| = 6 \\ ||| = 4 \\ 6+4 = 10 \end{array}$$

After the colored cards have been examined by the teacher, to see if they were arranged according to the numbers on the white card (always obliging the children to place the number of cards in the first line to correspond with the first number on the white card, the second line of cards to correspond with the second number on the white card), the white cards are collected by the teacher, and the children look at the colored cards, and repeat thus: 6 cards and 4 cards are 10 cards. From the slate they would read thus: 6 and 4 are ten.

Each child answers according to his own arrangement of cards. Commencing with a different line of scholars every lesson, each child, after he has recited his own numbers, is allowed to arrange all the cards from his box, upon the desk, in any proper form he may choose, thereby keeping him employed, and developing his own ideas of form. Sometimes they make letters, vertical lines, horizontal lines, a series of steps, squares, etc.

After all the lines of children have recited, at a

given signal the children put cards in boxes (boxes remaining on the desks), hands on covers, covers on boxes, boxes in laps, boxes in right-hand corners of the desks.

Practical questions of imaginary or concrete objects are represented by cards, also by lines upon the slates, by the children.

After the children are thorough upon the principle of adding numbers, the sum of which is 10, we proceed gradually in the same manner to add numbers, the sum of which would be 20. They also commence at this stage of knowledge, at first by objects, afterwards abstractly, to count by 2's to 100, both odd and even numbers, also to add 2 promiscuously to any number less than 100.

When the principle of adding is thoroughly understood, we consign it to oblivion for a season (so as not to perplex the young minds with the principle of Addition and Subtraction at the same time), and begin to develop Subtraction.

SUBTRACTION.

With the children's knowledge of Number and Addition, they have quite a firm basis for starting upon a higher and more difficult principle. The sign of Subtraction,—(less), is explained to them. It signifies that the number on the right of the sign is to be taken from the number on the left, or the smaller number is to be taken from the larger. Like the other signs which the children have been taught, they understand their practical significance, but no definitions are required of them.

One book is brought before the class, the children tell how many they see, then the book is placed away, and they readily see there are none left. One card is placed on the desk at the right of the box, and then one card is taken away (from the card on the desk, and not from the open box) and removed to the very edge of the desk at the right hand, and the children quickly see that no cards remain, and they read looking at the cards, 1 card less one card are 0 cards. On the slate the work would stand as follows:—

$$\begin{array}{r} 1 - 1 = \\ 1 - 1 = 0 \end{array}$$

The children would read looking at the slate, $1 - 1 = 0$.


We proceed to take 1 from 2, 3, 4, 5, 6, 7, 8, 9 and 10, and gradually to progress to take one number from another which shall not exceed 10.

White cards are prepared by the teacher, one number to be subtracted from another, the minuend not exceeding 10. These white cards are worked out by the children, with the colored cards on the desks, and also with the vertical lines on the slates. Suppose the white card had upon it the following:—

$$10 - 7 =$$

Children would read $10 - 7 =$, and they would place 10 cards on the desk at the right of the box, and then place 7 cards away at the right-hand edge of the desk. They would readily see how many cards they had at first, how many they had taken away, and

how many they had left. They would read, looking at the cards, 10 cards less 7 cards are 3 cards. Teacher would represent on the board, and the children would copy on the slates as follows :—

$$10 - 7 =$$


$$10 - 7 = 3$$

Children tell how many lines to make at first, to correspond with the first number on the white card, how many lines to take away, to correspond with the second number on the white card, how many there would be left, and they read, looking at the slates, $10 - 7 = 3$.

Each child has a white card with different numbers upon it, according to which numbers the colored cards on the desks, also the lines upon the slates, are to be arranged, and after the cards and lines have been examined by the teacher, the white cards are collected, and the children look at the colored cards and at the slates, and read according to their own arrangement.

By using the white cards (which the children are not allowed to touch), with the numbers upon them for Addition and Subtraction, for the children to work out, with colored cards upon the desks, and also with lines upon the slates, many advantages are secured. They familiarize the children with the figures and signs; they serve to economize the teacher's voice; a greater variety of combinations than would directly suggest themselves to the teacher's mind is grasped; and time and accuracy are gained.

During the present term from September to February, this work was accomplished in the Fifth Class of a Primary School, but a grand and thorough preparatory training had been successfully drilled through the two Sixth Classes, from which this Fifth class was formed.

DR. LEIGH'S METHOD.

In my last report I stated that this method was in successful use in the Primary Schools of eleven districts. During the last year it has been introduced into some other districts. This method consists in the use of reading books for beginners, printed in what is called "pronouncing type." The Roman letters are modified to indicate their different sounds. By this method, beginners in reading are not taught the names of the letters at first; they are taught only the sounds. Dr. Leigh has devoted himself for many years to the invention and development of this method, with a patience and perseverance worthy of all praise.

This system is described by the author in the following language:—

"What is it? It is orthography, the common orthography of our books and newspapers. It is not Phonotypy; the spelling is not changed, every word being printed and spelled according to our standards, Webster or Worcester.

But it is a PRONOUNCING Orthography. It shows the exact pronunciation of every word. A special form of a letter is used for each sound of it. Letters which have no sound are printed in a hair-line or light-faced type. It thus shows the pronunciation without changing the spelling, and even preserves the familiar form, or face, of the words as we are accustomed to see them in

our books and newspapers. Words printed with this type differ less from those on this page in the common Roman print, than *italic* words do, or those printed with most of the fancy types so much used in our newspapers and advertisements. In this way, without doing any harm, it does great good. It does for the reading lessons in the child's primer, what Webster's or Worcester's accent marks do for the words in their dictionaries; only it avoids the use of the accents, which would be a blemish to the page, and would not be practical or useful enough for the children. It is designed and used, not for the dictionary merely, but for the primer, making every word, and line, and page, a pronouncing dictionary for the learner, always under his eye, that he can use with ease and certainty at the very time he needs it. It thus combines in one our *two* English languages,—the written and the spoken,—which have been hitherto so widely separated by our difficult and irregular orthography. It is not a new book, but a way of printing any primary book, the very same books which have long been approved and used in our schools, as will be seen from the list given below.

It is not a new method of teaching (though it does lead to improved methods), but is applicable to any good method now in use and auxiliary to it, preserving all that is good, and adding much that is of the greatest value."

For several years it has been optional with the District Committees to adopt this system or not. Its success, where it has been used, has been so decided, that it seems desirable that it should be made obligatory in all the districts.

The following points, which were drawn up by the author of the system, will serve, not only as a guide in investigating the results of the use of the method, but also as hints which may be turned to good account by the teachers who use it.

"In all the inquiries into the results of the use of Pronouncing Orthography in the Boston schools, let me ask attention to the following points:—

1. The facility with which the pupils learn the phonic letters and their sounds, as compared with the ordinary learning of the letters of the alphabet and their names.

2. The interest which the pupils take in learning and practising the sounds.

3. The interest they take in spelling by sound, and in finding out the spoken words from the sound of the letters, and the advantage of this.

4. That they learn *all* the sounds.

5. How well they spell by sound.

6. Their rapid progress in learning to read.

7. Their correct and distinct pronunciation.

8. How *soon* they may be taught to read fluently and naturally.

9. That, in learning to read in this print, they are learning to read in common print; there is really no *transition* to make.

10. The correction of foreign brogue, accent and bad pronunciation.

11. The distinct utterance of every sound; the correction of *careless* utterance.

12. The cultivation of self-reliance, and self-help. The pupils can *do* and *study* themselves, and not look to and lean on the teacher.

13. The cultivation of the eye and ear in discriminating the various forms and sounds of the letters and the habits and power of observation thus acquired, with their future influence, extending, as it must, to all their future reading, writing, and spelling.

14. The cultivation of the vocal organs by this constant practice and drill.

15. The training of the mind to order, regularity, consistency, truthfulness in school, and in books, such as the child meets with in nature out-of-doors.

16. The importance of the immense saving of time (doing two years' work in one), especially to those children who, in Boston, have but four or five years' schooling, and in most cities and towns but two or three.

17. The *uniformity* of these results in all the schools, here and elsewhere, where this print has been used, and the very strong and decided testimony of most, if not all of the teachers.

18. The difficulties and objections have been only in anticipation, and have vanished before experience. Teachers who began with reluctance and doubt, have uniformly succeeded before reaching the end of the primer, and have become decidedly in favor of the method.

19. That these are the results of several years' experience, in various parts of the country, with all sorts of teachers, in several thousands of schools, and that as yet I know of not one real exception.

20. That these results have been obtained under many disadvantages. The print and the method were both new to the teacher; the books used were the old books, merely printed in the new type, and were not prepared and arranged in progressive lessons suited to the new print and method. The teacher had no minute and special directions, and guides in teaching, but each was left mainly to her own wit and the blackboard. Experience, too, has shown that, in some respects, the suggestions made

by me to the teachers and the ways of teaching indicated, were not so good as has since been found out. With increased facilities and advantages of so many years' experience by so many excellent teachers, it is certain that very much better results will be secured, than even the remarkable ones already reported."

EXPENDITURES FOR SCHOOLS.

The following table shows the ratio of the *total school expenditures*, including school-houses and lots, as compared with the *total city tax for all purposes*, for two decades, expressed in decimals: —

DECADE FROM 1841-1851.		DECADE FROM 1861-1871.	
1841-42	25.0	1861-62	22.9
1842-43	21.7	1862-63	17.9
1843-44	28.2	1863-64	13.2
1844-45	27.6	1864-65	14.3
1845-46	28.8	1865-66	13.0
1846-47	32.0	1866-67	11.7
1847-48	34.3	1867-68	13.7
1848-49	26.8	1868-69	21.5
1849-50	26.5	1869-70	20.9
1850-51	25.7	1870-71	17.4
Average....	27.6	Average....	16.6

From the above table it appears that, for the ten years ending 1851, the average ratio of the school expenses, as compared with the total city tax, was 27.6,

while for the last ten years the ratio averaged only 16.6. So that, if we should increase our school expenses fifty per cent. and more, we should only stand *relatively* where we stood twenty or twenty-five years ago. This statement is not made as a reason for any special increase of the outlay for schools, but I present the fact as it is, as an answer to the random and sweeping charges which are not unfrequently made against the management of the School Committee, with reference to economy in financial matters.

Respectfully submitted, by

JOHN D. PHILBRICK,
Superintendent of Public Schools.

MARCH, 1872.

TWENTY-FIFTH SEMI-ANNUAL REPORT.

To the School Committee of Boston:—

GENTLEMEN,—In conformity with the requirements of your regulations, I respectfully submit the following as my Thirty-seventh Report, the Twenty-fifth of the semi-annual series.

SUMMARY OF STATISTICS

FOR THE SCHOOL YEAR ENDING AUGUST 31, 1872.

I. POPULATION.

Population of the city, U S. Census, 1870 . . .	250,701
Number of persons in the city between five and fifteen years of age, May 1, 1872 . . .	46,144
Increase for the year	174

II. SCHOOLS.

Number of districts into which the schools are grouped for supervision	30
Number of High Schools	5
Latin School, for boys.	
English High School, for boys.	
Girls' High and Normal School, for girls.	
Highlands High School, for boys and girls.	
Dorchester High School, for boys and girls.	

Number of Grammar Schools	37
For boys, 10 ; for girls, 10 ; for boys and girls, 17.	
Number of Primary Schools for boys and girls	335
Increase for the year 8.	
Number of schools for licensed Minors	2
School for Deaf-Mutes	1
Kindergarten School	1
Whole number of day schools	381
Increase for the year 8.	
Number of Evening Schools	11
Whole number of day and evening schools	392
Increase for the year 8.	

III. SCHOOL-HOUSES.

Number of school-houses for High Schools	5
School-rooms, 45 ; class-rooms, 24 ; halls, 6 ; seats, 2,350.	
Number of school-houses for Grammar Schools	37
School-rooms, 431 ; halls, 30 ; seats, 23,842.*	
Number of school-houses for Primary Schools be- longing to the city now occupied	61
School-rooms, 334 ; seats, about 18,700.	
High School divisions in Primary School-house	3
Grammar School divisions in Primary School- houses	23
Grammar School divisions in hired buildings	1
Primary Schools in Grammar School-houses	29
Primary Schools in Ward-rooms	1
Primary Schools in hired buildings	15
Number of Ward-rooms in Grammar School-houses	2
Number of Ward-rooms in Primary School-houses	4

*Dorchester buildings reckoned as Grammar school-houses, with an average of 50 seats to a room; the other buildings reckoned at 56 seats to a room.

IV. TEACHERS.

Number of teachers in High Schools	77
Male teachers, 43 ; female teachers, 34.	
Increase for the year	7.
Number of teachers in Grammar Schools . . .	487
Male teachers, 71 ; female teachers, 416.	
Increase for the year	10.
Number of teachers in Primary Schools . . .	336
Male teachers, 1 ; female teachers, 335.	
Increase for the year	8
Number of teachers in the schools for Licensed Minors, females	2
Number of teachers in Deaf-Mute School, females	3
Number of teachers in Kindergarten School, female	1
Number of teachers in Evening Schools . . .	95
Male teachers, 32 ; female teachers, 63.	
Number of teachers in day schools	906
Whole number of teachers	1,001
Male teachers, 147 ; female teachers, 854.	
Regular teachers, 963 ; special teachers, 38.	
Aggregate increase for the year.	11

V. PUPILS.

Average whole number of pupils belonging to day schools of all grades during the year . . .	36,234
Ratio of the number of pupils belonging to the schools to population of the city . . . . .	.14
Ratio of the number of pupils belonging to the schools to school population . . . . .	.78
Average daily attendance of pupils in all the day schools	33,502
Average daily absence of pupils in all the day schools	2,732
Average per cent. of attendance of all the day schools	92.4

Average whole number of pupils belonging to the High Schools	1,640
Boys, 873 ; girls, 767.	
Average daily attendance at High Schools . . .	1,553
Per cent. of attendance at High Schools . . .	93.8
Average number of pupils to a regular teacher in High Schools	26.0
Average whole number of pupils belonging to Grammar Schools	19,760
Boys, 11,343 ; girls, 8,417.	
Average daily attendance at Grammar Schools . .	18,500
Per cent. of attendance at Grammar Schools . .	92.8
Average number of pupils to a regular teacher in Grammar Schools	42.6
Average whole number belonging to Primary Schools	14,716
Boys, 8,093 ; girls, 6,623.	
Average daily attendance at Primary Schools . .	13,351
Per cent. of attendance at Primary Schools . . .	89.8
Average number of pupils to a regular teacher in Primary Schools	43.9
Average whole number belonging to the schools for Licensed Minors	59
Average daily attendance at schools for Licensed Minors	51
Average whole number belonging to School for Deaf-Mutes	41
Average whole number belonging to Evening Schools	2,072
Average attendance at Evening Schools . . .	1,140
Average whole number belonging to Evening Drawing School	400
Aggregate whole number belonging to day and evening schools	38,688

VI. EXPENDITURES.

Salaries of Officers of School Committee and	
Truant Officers	\$23,281 66
Salaries of Teachers, High Schools	125,388 34
Grammar Schools }	711,744 13
Primary Schools }	
Licensed Minors' School	1,400 00
Deaf-Mute School	3,790 00
Evening Schools	20,678 00
Kindergarten School	658 34
Whole amount of salaries of teachers	863,658 81
Incidental expenses	329,639 18
By Com. on Public Buildings \$260,895 72	
By School Committee 68,743 46	
Whole amount of incidental expenses, including	
salaries of officers	352,920 84
<i>Whole amount of current expenses for all the day</i>	
<i> and evening schools and salaries of officers</i>	<i>1,216,579 65</i>
Expenditures for school-houses and lots	97,800 68
TOTAL EXPENDITURES FOR ALL SCHOOL PURPOSES	1,314,380 33
Cost per scholar based upon the average whole number belonging —	
For tuition,	
All day schools	23 83
For incidentals,	
All day schools	9 74
For both tuition and incidentals,	
All day schools	33 57
Whole amount appropriated by the City Council	
for salaries, and ordinary or current expenses	
of schools for the financial year, <i>beginning</i>	
May 1, 1872	1,251,600 00
Distribution of the appropriation.	
Salaries of officers	\$24,000 00
Salaries of teachers	919,600 00
Incidentals, — Committee on Pub-	
lic Buildings	235,000 00
Incidentals, — School Committee 73,000 00	

Total amount of appropriations voted by the City Council for 1872-73	9,861,032 00
Amount assessed for State, County and City taxes for the financial year 1872-73	7,759,842 00
Ratio of the amount appropriated for the <i>current</i> expenses of the Public Schools, to the total amount of appropriations of the city for the year 1872-73 . . . . .	.12+
Ratio of the amount appropriated for the <i>current</i> expenses of the Public Schools, to the whole amount to be raised by taxation for the year 1872-73 . . . . .	.16+
Valuation of the city, May, 1872	682,724,300 00
Per cent. of valuation of 1872, appropriated for Public Schools . . . . .	.001-83
Valuation of the city, May, 1865	371,892,775 00
Per cent. of valuation of 1865 appropriated for Public Schools for the year 1870-71 . . . . .	.002-98
Average percentage of the valuation of 1865, of the cities and towns of the State, appropriated for Public Schools, to be expended in the year 1870-71 . . . . .	.003-25
Amount received from the income of the State School Fund	9,363 24

By comparing the above summary with that of last year's report I find that the increase in the average whole number of pupils belonging to the day schools has been only *sixty*, while the increase in the number of teachers in these schools has been *twenty-five*. It appears also that, notwithstanding the small increase of pupils, the increase in the current expenses has been \$84,980.29; but, as the expenditures for new school-houses were far below the average, the total amount expended for schools shows a decrease of \$260,898.74.

PRIMARY SCHOOLS.

The attendance at these schools during the last half-year, as compared with that of the corresponding six months of the preceding year, was as follows:—

The average whole number of pupils belonging was 14,199 against 14,793, the *decrease* being 594; the average daily attendance, 12,814 against 13,404, showing a *decrease* of 590; and the per cent. of attendance, 89.8 against 89.4, the *increase* being four-tenths of one per cent. The whole number belonging at the date of the closing of the schools in July was 14,610 against 14,660, the decrease being 50.

The considerable decrease in the average whole number belonging and in the daily attendance, as shown above, was due mainly, I think, if not wholly, to the unusual severity of the weather during the winter and early spring; for, as the summer advanced, the number increased until the closing of the schools in July, when it reached very nearly that of the same date in the preceding year.

The whole number of regular teachers belonging to this grade of schools at the end of the school year was 335, against 327 last year.

The classes at the end of the year were as follows:—

Classes.	No. Aug. 31, 1872.	Per cent.
First Class	2,447	.17
Second Class	2,390	.16
Third Class	2,184	.15
Fourth Class	2,209	.15
Fifth Class	2,235	.15
Sixth Class	3,145	.22

The ages of the pupils at the end of the year were as follows: —

Ages.	No. Aug. 31, 1872.	Per cent.
Five years of age	2,355	.16
Six years of age	3,288	.23
Seven years of age	3,531	.24
Eight years of age	2,725	.19
Nine years of age and over	2,711	.18

It is gratifying to find that the number of pupils in the first class was so large, it being larger than that in any other class except the sixth, and considerably above the average of the classes, including the sixth. It is evident therefore that the pupils have been carried upward through the several grades with a good degree of regularity. The aim should be to keep the number in the upper classes at least equal to that in the lower classes. In a few of the districts the proportion of pupils in the sixth class is still larger than it should be.

The ages stand very nearly as they did last year. There has been a slight falling off in the number of those who are five years of age, and a corresponding increase of those who are seven. The aim should be to transfer the pupils from the Primary to the Grammar School grade at the age of eight years, that is, before the completion of the ninth year. Pupils of fair capacity, and from intelligent families, who do not enter school until six years of age, can be easily fitted in two years to pass examination for admission to the Grammar School grade.

The following table shows the number of primary pupils in each district, and the *average number of pupils to a school, or teacher, during the last half year*:—

DISTRICTS.	No. of Schools.	Whole Number.	No. to a School.	DISTRICTS.	No. of Schools.	Whole Number.	No. to a School.
Adams	9	397	44.1	Lewis.....	10	437	43.7
Bigelow ...	13	532	40.9	Lincoln	11	532	48.3
Bowditch ..	10	332	33.2	Lyman.....	7	300	42.8
Bowdoin ..	11	440	40.0	Mayhew ...	7	264	37.8
Boylston...	7	327	46.7	Norcross ...	14	573	40.9
Brimmer ..	12	415	34.5	Phillips	7	272	38.8
Chapman ..	10	432	43.2	Prescott....	9	414	46.0
Comins	16	706	49.7	Quincy	10	403	36.6
Dearborn ..	17	753	44.5	Rice	10	385	38.5
Dorchester.	20	839	41.1	Sherwin ...	12	532	44.3
Dwight	6	251	41.8	Shurtleff...	13	607	46.6
Eliot	16	708	44.2	Washington	7	286	40.8
Everett ...	10	491	49.1	Wells.....	12	465	38.7
Franklin ..	6	263	43.8	Winthrop ..	9	339	37.6
Hancock...	19	802	42.2	Training ...	2	100	50.0
Lawrence .	12	507	42.2	Totals....	335	14,199	42.3

The above table deserves special attention. It will be seen that there is a great disparity in the number of pupils to a school. Only two districts have kept up to the standard.

The average number of pupils to a teacher during the last half-year was *forty-two and three-tenths*, against *forty-five and two-tenths* for the corresponding six months of the preceding year. Fifteen years ago the Primary Schools averaged *sixty* pupils to a teacher. They were then without desks and unclassified. At that time I urged upon the Board the desirableness of limiting the maximum number to fifty-six. This was at length done, although not without strenuous opposition. We are now, it seems to me, swinging into the opposite extreme, and reducing the number of pupils to a teacher to a point, which, in view of our admirable classification and other facilities for instruction and management, is not quite justifiable on the score of economy. Something more than three years ago it was found that the average number of pupils to a teacher was less than 47, although the standard number fixed by the regulations was 56. After a full discussion of the subject in the Board, it was decided to reduce the standard number to 49, thus making the regulation respecting this matter more nearly conform to the existing average to a teacher. Since that time the number of pupils to a teacher has been constantly on the decrease, the standard fixed by the regulations being little regarded. In the old sections of the city, where business is encroaching upon the population, it is not to be expected that teachers will be summarily dismissed as soon as the average fall below the prescribed standard, thus interfering with the classification. But in those sections where the population is on the increase we should naturally expect that each room would have its full complement of pupils.

The following table shows the number of primary pupils in each district promoted to the Grammar Schools, July, 1872, and the average number of promotions to each school in the respective districts:—

DISTRICTS.	No. of Schools.	Sent to Gr. Sch.	No. to a School.	DISTRICTS.	No. of Schools.	Sent to Gr. Sch.	No. to a School.
Adams	9	84	9.3	Lewis.....	10	82	8.2
Bigelow ...	13	80	6.1	Lincoln	11	100	9.0
Bowditch ..	10	63	6.3	Lyman	7	52	7.4
Bowdoin ..	11	79	7.1	Mayhew ...	7	47	6.7
Boylston ..	7	59	8.4	Norcross ...	14	86	6.1
Brimmer ..	12	69	5.7	Phillips	7	28	4.0
Chapman ..	10	58	5.8	Prescott ...	9	70	7.7
Comins	16	100	6.2	Quincy	11	70	6.3
Dearborn ..	17	118	6.9	Rice	10	63	6.3
Dorchester.	20	180	9.0	Sherwin....	12	107	8.9
Dwight	6	48	8.0	Shurtleff...	13	91	7.0
Eliot	16	103	6.4	Washington	7	30	4.2
Everett	10	76	7.6	Wells	12	71	5.9
Franklin...	6	44	7.3	Winthrop ..	9	66	7.3
Hancock ..	19	94	4.9	Training ...	2	....	....
Lawrence ..	12	69	5.7	Totals	335	2,287	6.8

The number of pupils promoted to the Grammar Schools in July was 2,287; the number promoted January 31 was 1,983; the total for the year was 4,270 against 4,634 for the preceding year, the decrease being 364.

The supervision exercised over the Primary Schools by the masters of the Grammar Schools is producing good results, on the whole; some of the masters, however, very evidently do more and better work than others in this department.

There is no new development in the management or instruction requiring special mention, except in the matter of drawing. After the teachers began their lessons at the Normal Art School, an improvement in the drawing in their schools was immediately visible.

The method of teaching the first steps of reading by the use of Dr. Leigh's "pronouncing type" has been steadily gaining in favor among our teachers. A year ago it was used in eleven districts and about thirty schools; it is now found in *twenty-three* districts and upwards of *sixty schools*. It has had a thorough and protracted trial, and the result has been in a high degree satisfactory. I am now ready to give the system a cordial endorsement, and I hope the Board will, without delay, make its use obligatory in all the districts.

The following is the tabulated result of inquiries addressed to the masters respecting the introduction of Dr. Leigh's method into the schools of their respective districts: —

DISTRICTS.	Whether taught or not.	In how many Schools.	How long it has been taught.
Adams	Yes.	Four.	Three years.
Bigelow	Yes.	Three.	Four years.
Bowditch	No.	. . .	. . . . .
Bowdoin	Yes.	One.	Four years.
Boylston	Yes.	Four.	Seven months.
Brimmer	Yes.	Two.	One month.
Chapman	Yes.	Four.	Three years.
Comins	Yes.	Two.	One year.
Dearborn	No.	. . .	. . . . .
Dwight	Yes.	Two.	About three years.
Eliot	No.	. . .	. . . . .
Everett	No.	. . .	. . . . .
Everett, Dorchester	No.	. . .	. . . . .
Franklin	Yes.	Two.	Seven months.
Gibson	Yes.	One.	Two years.
Hancock	No.	. . .	. . . . .
Harris	Yes.	One.	Five months.
Lawrence	Yes.	Five.	Three years.
Lewis	Yes.	One.	One month.
Lincoln	Yes.	Six.	Five or six years.
Lyman	Yes.	One.	Three years.
Mayhew	No.	. . .	. . . . .
Mather	Yes.	Two.	Six months.
Minot	No.	. . .	. . . . .
Norcross	Yes.	Three.	Three years.
Phillips	No.	. . .	. . . . .
Prescott	Yes.	Six.	Three years.
Quincy	No.	. . .	. . . . .
Rice	Yes.	Four.	Two years.
Sherwin	Yes.	Three.	One year.
Shurtleff	No.	. . .	. . . . .
Stoughton	Yes.	Four.	One year.
Tileston	Yes.	One.	Six months.
Washington	Yes.	Two.	Two years.
Wells	No.	. . .	. . . . .
Winthrop	No.	. . .	. . . . .

GRAMMAR SCHOOLS.

The attendance at these schools during the last half year, as compared with that of the corresponding six months of the preceding year, was as follows:—

The average whole number of pupils belonging was 19,914—boys 10,478 and girls 9,436—against 19,297, the *increase* being 617; the daily average attendance, 18,527 against 17,939, and the per cent. of attendance 92.8 against 92.3. The whole number of regular teachers in this department at the end of the last school year was 464; males 66, females 398. In addition to these there were eighteen teachers of sewing, three teachers of music, seven teachers of drawing, who divided their time between these schools and the High Schools, and for a part of the year a teacher of vocal culture.

The whole number of pupils on the register at the close of the school year was 17,102. These pupils were classified as follows:—

Classes.	No. Aug. 31, 1872.	Per cent.
First class (highest)	1,285	.08
Second class	1,833	.11
Third class	2,481	.14
Fourth class	2,858	.17
Fifth class	3,826	.22
Sixth class	4,819	.28

Ages.	No. Aug. 31, 1872.	Per cent.
Under eight years	126	.01
Between eight and ten years	3,221	.19
Between ten and twelve years	5,687	.33
Between twelve and fourteen years	5,051	.29
Between fourteen and fifteen years	1,813	.11
Over fifteen years	1,204	.07

In my last report I called attention to the fact that the returns of the classification of the Grammar Schools were not strictly correct. Pupils were designated, in certain schools, by higher ranks in the grades than those to which they actually belonged. The above table of classification is believed to be a nearer approximation to strict accuracy than that which was reported last March. Still, I am quite sure it is not as accurate as it should be. If, on visiting a Grammar School room, I ask the teacher what the class is *called*, and then on further inquiry find that the pupils are not up in all their studies to the rank, grade, or class by which they are designated and known in the school, I think I may fairly infer that the returns of classification from that school are not as reliable as they should be. The authorized programme is the only recognized standard of classification. If the classes are not named and reported in accordance with their actual proficiency in the regularly prescribed course of study, how is the School Board to get any reliable information as to the general progress of our school system as a whole, or as to the comparative standing of the individual schools? A member of the Board who wants to get at a general knowledge of the condition of our Grammar Schools, outside of those schools with which he is especially connected, would naturally first look at the requirements of each step of the programme, and then he would look to see how many pupils in each school were found in the respective steps or grades into which the programme is divided; and finally he would look at the report of the ages, to see how they compare with the numbers in the respective classes.

If he should find, for instance, the ages in a certain school ranging high, and the classes low, he would probably not place that school high in the scale of merit. But if the report of the classification is inaccurate, he is without any firm ground on which to base an opinion. It is hoped, therefore, that in future every return will show the classification precisely as it is.

The following table shows the number of teachers and average whole number of pupils, and the average number of pupils to a teacher (not counting the master's head assistant), in each Grammar School, for the half year ending August 31, 1872.

SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.	SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.
Adams	12	539	49.0	Lawrence ..	18	875	51.4
Bigelow	20	900	47.3	Lewis	13	589	49.0
Bowditch...	14	518	39.8	Lincoln.....	18	772	45.5
Bowdoin ...	12	511	46.4	Lyman	12	467	42.4
Boylston ...	11	414	41.4	Mayhew	13	475	39.5
Brimmer ...	16	649	43.2	Norcross....	15	695	49.6
Chapman ...	13	576	48.0	Phillips.....	13	581	48.4
Comins.....	18	844	49.6	Prescott	14	611	47.0
Dearborn ..	17	771	48.1	Quincy	14	601	46.2
Dorch'r Dis.	33	1,110	42.8	Rice.....	15	639	45.6
Dudley.....	7	269	44.8	Sherwin	17	799	49.9
Dwight.....	13	622	51.8	Shurtleff....	15	662	47.2
Eliot.....	16	787	52.4	Washington .	7	256	44.0
Everett.....	15	681	48.6	Wells	11	444	44.4
Franklin ...	15	622	44.4	Winthrop ...	18	761	44.7
Hancock....	19	874	48.5	Totals	464	19,914	46.8

The following table shows the increase and decrease in the number of pupils in the respective Grammar Schools during the past year, the first column showing the average number belonging for the half year ending August 31, 1871, and the second for the half-year ending August 31, 1872: —

SCHOOLS.	Aug. 31, 1871.	Aug. 31, 1872.	Decrease.	Increase.	SCHOOLS.	Aug. 31, 1871.	Aug. 31, 1872.	Decrease.	Increase.
Adams	549	539	10	....	Lawrence ..	874	875	....	1
Bigelow	866	900	....	34	Lewis	513	589	....	76
Bowditch ...	573	518	55	....	Lincoln	752	772	....	20
Bowdoin	509	511	....	2	Lyman	504	467	37	....
Boylston	415	414	1	....	Mayhew	505	475	30	....
Brimmer	673	649	24	....	Norcross	700	695	5	....
Chapman	488	576	....	88	Phillips	602	581	21	....
Comins	790	844	....	54	Prescott ...	551	611	....	60
Dearborn	716	771	....	55	Quincy	649	601	48	....
Dorch'r Dis't	990	1110	....	120	Rice	559	639	....	80
Dudley	243	269	....	26	Sherwin	746	799	....	53
Dwight	576	622	....	46	Shurtleff ...	614	662	....	48
Eliot	773	787	....	14	Washington	241	256	....	15
Everett	625	681	....	56	Wells	474	444	30	....
Franklin	623	622	1	....	Winthrop ..	714	761	....	47
Hancock	890	874	16	....	Totals	19,297	19,914	278	895

From the above table it appears that the number of pupils is falling off in all the schools in the old city proper, while there has been an increase in East Boston, South Boston, Roxbury and Dorchester.

The following table shows the number of scholars who received the diploma of graduation, at the close of the schools for the year, in July, 1872, in each Grammar School:—

SCHOOLS.	Boys.	Girls.	Total.	SCHOOLS.	Boys.	Girls.	Total.
Adams	23	14	37	Lewis	16	23	39
Bigelow.....	36	..	36	Lincoln.....	26	22	48
Bowditch .....	..	18	18	Lyman	12	11	23
Bowdoin .....	..	30	30	Mather	1	5	6
Boylston	9	10	19	Mayhew	17	..	17
Brimmer.....	40	..	40	Minot	4	3	7
Chapman.....	1	20	21	Norcross.....	..	42	42
Comins	19	25	44	Phillips	17	..	17
Dearborn	19	14	33	Prescott	20	14	34
Dudley .....	..	14	14	Quincy	22	..	22
Dwight	44	..	44	Rice.....	29	..	29
Eliot.....	22	..	22	Sherwin	12	7	19
Everett .....	..	41	41	Shurtleff.....	..	34	34
Everett, Dor...	4	5	9	Stoughton ...	3	4	7
Franklin .....	..	33	33	Tileston	3	3	6
Gibson	2	2	4	Washington ..	11	..	11
Harris	16	6	22	Wells .....	..	18	18
Hancock .....	..	30	30	Winthrop ....	..	32	32
Lawrence	41	..	41	Total.....	469	480	949

It appears that the whole number of graduates was 949, the increase for the year being 45. By an inspection of the list it will be seen that there is a great inequality in the number of graduates from the

different schools. As the number of graduates turned out by a school, taking two or three years together, is one of the tests by which its merits ought to be determined, it is important that the Committee on each school should look to this matter with a good degree of scrutiny. By looking back and examining the statistics of several years past relating to this matter, it will be seen that some schools have averaged a much lower per cent. of graduating diplomas than others. It is obvious enough that a perfect equality in this respect ought not to be looked for, and yet the difference in the circumstances of the schools does not, in all cases, as it seems to me, adequately account for the disparity in the number of their graduates. Nor can this disparity be accounted for on the ground of the difference of the standards and tests of their respective committees. All the committees are bound by the same provision of the regulations, which requires that diplomas of graduation "shall be awarded to those pupils of the graduating class of each Grammar School, who have, in the opinion of the District Committee, properly completed the prescribed course of study, and whose deportment during the year has been generally satisfactory." After making due allowance for every other influence that can affect the number of graduates, it must be admitted that the management of the masters has a great deal to do with it. For one, I wish to see our system of elementary education carried to such a degree of perfection that every child shall substantially complete the Grammar School course of study, which comprises nothing more than what belongs to a good common-school education.

HIGH SCHOOLS.

The average whole number of pupils belonging to these schools during the last *half-year* was 1,557 — boys 826, and girls 731 — against 1,501 for the corresponding six months of the preceding year; the average daily attendance was 1,457, and the average per cent. of attendance was 92.3. The number of regular teachers was 63; males 31, and females 32. Besides there were 16 special teachers of military drill, drawing, music, French and German.

The following table shows the number of regular teachers, the average number of pupils, and the average number of pupils to a regular teacher, in each of the High Schools, during the half-year ending August 31, 1872:—

SCHOOLS.	No. of Reg. Teachers.	Average No. of pupils.	Average No. of pupils to a Reg. Teacher
Latin.....	11	191	17.3
English High.....	17	491	28.8
Girls' High and Normal	24	558	23.7
Roxbury High.....	6	194	32.3
Dorchester High	5	123	24.6
Totals.....	63	1,557	24.7

It appears from the above table that the High Schools have had an average of less than twenty-five pupils to a regular teacher. As the average annual cost of tuition per pupil in these schools is about *eighty dollars*, by giving to each teacher only one

additional pupil, the saving would be about *five thousand* dollars.

The following table shows the classification of the High Schools at the close of the school year: —

SCHOOLS.	Advanced.	CLASSES.						Totals.
		First.	Second.	Third.	Fourth.	Fifth.	Sixth.	
Latin .....	.....	18	22	28	21	9	53	.....
English High	10	99	140	218	.....	.....	.....	.....
Girls' High	37	109	158	212	.....	.....	.....	.....
Roxbury High.....	7	42	61	69	.....	.....	.....	.....
Dorchester High ..	1	42	34	43	.....	.....	.....	.....
Totals	55	310	415	570	21	9	53	.....
Percentage .....	.03-8	.21-6	.28-9	.39-7	.01-4	.00-6	.03-6	.....

It appears that upwards of *twenty-five* per cent. of the High School pupils are in the first and advanced classes, — a very good proportion. As the Latin School has twice as many classes as the other schools, its first class is on an equal footing with those of the others when its percentage is half as high.

The following table shows the attendance during the last *year*: —

	Boys.	Girls.	Total.
Average whole number.....	874	766	1,640
Average attendance.....	841	712	1,553
Per cent. attendance.....	....	....	94.6

The average number belonging during the past year was 139 in excess of the number belonging during the preceding year. This increase is in itself considerable, and its significance is enhanced by the fact that our school population has, during the last few years, gained but little.

The following table shows the number of scholars who received the diploma of graduation at the close of the school year, in each of the High Schools:—

SCHOOLS.	Boys.	Girls.	Total.
Latin	18	..	18
English High.....	99	..	99
Girls High { Regular course.....	..	91	91
and Normal { Regular and extra.....	..	6	6
{ Training Department....	..	28	28
Roxbury High	14	28	42
Dorchester High.	14	29	43
Total.....	145	182	327

The following table shows the number of pupils admitted at the July and September examinations, and the number of those who actually joined the High Schools:—

	Boys.	Girls.	Total.
Admitted.....	508	456	964
Joined	401	346	747
Difference.....	107	110	217

The number of pupils admitted was 96 more than that of the preceding year ; but the number of those who actually joined was only 20 more.

Of the whole number admitted, 871 were sent up from the Grammar Schools, this number being 78 less than that of the graduates of these schools.

It appears that 217 candidates were admitted on examination, who did not present themselves as pupils at the beginning of the school year. The number of candidates who take the examination without intending to enter upon a course of High School education has increased quite rapidly during the past four or five years. This is owing, no doubt, to the growing custom, among the masters of the Grammar Schools, of advising their graduates to take the examination, even though they may not have decided to become High School pupils. This practice may not be regarded with favor by the head-masters of the High Schools, who are thereby put to the trouble of exam-

ining many candidates who do not enter their schools; but on the other hand it enables the masters of the Grammar Schools to show how many pupils they have qualified to pass the examination.

LATIN SCHOOL.

The average whole number of pupils belonging during the last half-year was 191, against 213 for the corresponding six months of the preceding year; the average daily attendance was 174, and the per cent. of attendance 91. These pupils were taught by one head-master, ten masters, and four special teachers, namely, one of the French language, one of music, one of drawing, and one of military drill.

The following table shows the number and average age of boys admitted to the Latin School from each Grammar School, and also the number admitted from other sources, during the year ending September 14, 1872: —

BOYS' AND MIXED SCHOOLS, ROXBURY AND DORCHESTER EXCLUDED.	No. Admitted.	Average Age.	BOYS' AND MIXED SCHOOLS, ROXBURY AND DORCHESTER EXCLUDED.	No. Admitted.	Average Age.
Adams	2	15.25	Mayhew	1	12.25
Brimmer	2	12.37	Minot	2	17.06
Comins	1	13.58	Phillips.....	7	14.29
Dwight	5	14.20	Prescott	2	13.12
Eliot	1	13.25	Rice	3	13.97
Everett (Dor.)	1	11.08	Other sources	31	15.31
Lawrence	1	12.92			
Lyman	1	14.83	Totals	60	14.68

The ages of the boys admitted were as follows:—

Between eleven and twelve, three.

Between twelve and thirteen, eleven.

Between thirteen and fourteen, twelve.

Between fourteen and fifteen, eleven.

Between fifteen and sixteen, eight.

Between sixteen and seventeen, four.

Over seventeen, eleven.

It is a fact deserving attention that the attendance at this school has been falling off for several years past. This decrease does not appear to be owing to a deterioration in the qualifications of the instructors of the school, for it has the same head-master, and it is safe to say that the average ability of the assistant masters was never higher than it is at present. And, besides, the number of teachers as compared with the number of pupils to be taught has been nearly doubled within a few years. If it is said that the demand for a classical education has diminished, the assertion seems to be contradicted by the fact that the college classes in New England are on the increase. I should like to see at least five hundred pupils in this school. This city cannot afford to have a smaller number of her best boys engaged in a course of study which aims especially at truly liberal culture. A necessary means for the attainment of this result, in my judgment, is a modification for the conditions of admission.

ENGLISH HIGH SCHOOL.

The average whole number of pupils belonging during the last half-year was 491, against 407 for the

corresponding six months of the preceding year; the average daily attendance was 477, and the per cent. of attendance 97. These pupils have been taught by one head-master, five masters, eleven sub-masters, and five special teachers, namely, two of drawing, and one each of military drill, music, and the French language.

The pupils in this school are acquiring an excellent education for the practical purposes of life. The prosperity of the school, not only in respect to numbers, but also in respect to the character of the instruction, is highly gratifying.

The following table shows the number and average age of the pupils admitted into the English High School, from Grammar Schools and from other sources, at the examination of candidates, July, 1872, and also how many actually joined the school at the beginning of the school year, September, 1872: —

SCHOOLS.	No. admitted.	No. joined.	Average age.	SCHOOLS.	No. admitted.	No. joined.	Average age.
Adams	14	10	15.0	Lyman	10	8	14.4
Bigelow	32	19	14.9	Mayhew	12	10	14.9
Boylston	9	7	13.10	Phillips	15	14	15.9
Brimmer	27	22	15.3	Prescott	19	13	14.8
Chapman	6	6	14.5	Quincy	18	12	14.8
Dwight	62	52	15.2	Rice	50	41	14.11
Eliot	21	10	14.7	Latin	2	1	14.11
Lawrence	22	12	14.2	Other sources	20	20	15.2
Lincoln	24	19	14.6	Totals	363	276	14.9

Of those who were admitted, there were : —

Between twelve and thirteen years, thirteen.

Between thirteen and fourteen, forty-eight.

Between fourteen and fifteen, ninety-four.

Between fifteen and sixteen, seventy-nine.

Between sixteen and seventeen, thirty-three.

Between seventeen and eighteen, nine.

It appears that the number of candidates who joined the school was 276, against 248 for the preceding year, showing an increase of 28. I regret to find that the average age of the candidates is higher than it was in 1871, it being nearly *fifteen* years. This is about one year higher than it should be. It will be seen that *ninety-four* of the candidates were between *fifteen and sixteen*, and *thirty-eight* were *over sixteen*. If any member of the committee desires to know where the responsibility for retaining boys in the Grammar Schools to so mature an age lies, he has only to examine the series of tables like the above which has been printed in our reports. If boys are properly instructed and properly *promoted* in our Grammar Schools, they will be, as a general rule, well prepared for this High School at the age of fourteen years. It will be seen that the Dwight School sent a large number, sixty-two having passed the examination; the age, however, is higher than the average. The Boylston stands first in respect to age.

The following table shows the number of graduates in each year since the founding of the school:—

YEAR.	NUMBER.	YEAR.	NUMBER.	YEAR.	NUMBER.
1821.....	..	1839.....	17	1857.....	23
1822.....	..	1840.....	16	1858.....	27
1823.....	..	1841.....	15	1859.....	17
1824.....	15	1842.....	24	1860.....	28
1825.....	28	1843.....	22	1861.....	25
1826.....	12	1844.....	23	1862.....	29
1827.....	17	1845.....	24	1863.....	34
1828.....	..	1846.....	17	1864.....	17
1829.....	18	1847.....	20	1865.....	27
1830.....	17	1848.....	23	1866.....	31
1831.....	9	1849.....	20	1867.....	37
1832.....	12	1850.....	33	1868.....	41
1833.....	14	1851.....	32	1869.....	44
1834.....	18	1852.....	22	1870.....	61
1835.....	11	1853.....	29	1871.....	63
1836.....	15	1854.....	26	1872.....	99
1837.....	13	1855.....	27		
1838.....	15	1856.....	24		

It is gratifying to observe that during the past three or four years the number of graduates has been much larger than it was in previous years. The number of graduating diplomas awarded last July—*ninety-nine*—was surprisingly large. In 1864, when the graduating class numbered seventeen, I said in

my report that it ought to number at least fifty. I remember very distinctly that my standard was regarded in some quarters as extravagantly high. But we have seen it exceeded all but a hundred per cent. Perhaps the entrance examination has not been, for the last two or three years, quite rigorous enough in all respects. Still, looking from the High School stand-point, I have seen no serious evil resulting from this cause. The pupils have in most cases been able to go on with the course of study, and they have generally profited by the promotion. But the Grammar masters complain that by admitting pupils to the High Schools from their second classes, the first classes are somewhat demoralized; the desire to fit themselves for admission to the High School is no longer a stimulus to application, when they see pupils admitted from a grade inferior to their own. And yet, if a Grammar master persists in keeping boys in his second class who should be in his graduating class, I would not hesitate to transfer them to the High School. I do not see so much fault to find with the carrying out of the regulation respecting the admission of pupils to the High School, as with the regulation itself. To my mind it is plain enough that the requirement for promotion to all the High Schools, except the Latin School, should be made to conform to the standard of requirement in the Grammar School programme for the graduating class.

The following table shows the whole number belonging in the month of February of each year, from 1824 to 1872: —

YEAR.	NUMBER.	YEAR.	NUMBER.	YEAR.	NUMBER.
1824.....	121	1841.....	120	1858.....	160
1825.....	121	1842.....	150	1859.....	156
1826.....	128	1843.....	170	1860.....	169
1827.....	132	1844.....	149	1861.....	171
1828.....	141	1845.....	152	1862.....	175
1829.....	114	1846.....	143	1863.....	174
1830.....	129	1847.....	141	1864.....	174
1831.....	134	1848.....	156	1865.....	200
1832.....	111	1849.....	183	1866.....	230
1833.....	112	1850.....	193	1867.....	264
1834.....	128	1851.....	195	1868.....	271
1835.....	125	1852.....	176	1869.....	309
1836.....	131	1853.....	170	1870.....	346
1837.....	115	1854.....	159	1871.....	428
1838.....	115	1855.....	162	1872.....	523
1839.....	104	1856.....	152		
1840.....	105	1857.....	144		

GIRLS' HIGH AND NORMAL SCHOOL.

The average whole number of pupils belonging, including the Training Department, during the last half-year was 558, against 488 for the corresponding six months of the preceding year; the average attendance was 515, and the per cent. of attendance 92.

These pupils were taught by one head-master, twenty-three female teachers, of whom twenty ranked as assistants, and two as head-assistants, and one as superintendent of the Training Department, and four special teachers, one each, in music, drawing, and the French and German languages. At the close of the year, ninety-one young ladies received diplomas of graduation in the several courses.

The following table shows the number and average age of the pupils admitted to the Girls' High and Normal School, from each Grammar School, and from other sources, and also the number of those who joined the school and entered upon the course of study in the fall of 1872:—

SCHOOLS.	No. ad- mitted.	No. joined.	Average age ad- mitted.	SCHOOLS.	No. ad- mitted.	No. joined.	Average age ad- mitted.
Adams.....	24	11	15.76	Lewis	6	6	15.09
Bowditch	8	8	16.07	Lincoln.....	17	15	15.
Bowdoin.....	21	20	16.04	Lyman	11	6	16.28
Boylston.....	9	6	15.42	Mather (Dor.)	2	0	14.91
Chapman	19	8	15.48	Minot (Dor.)..	1	1	16.
Comins	16	11	15.32	Norcross.....	40	22	15.10
Dearborn	5	4	16.18	Prescott	10	10	15.47
Dudley	3	2	15.58	Sherwin	3	0	15.83
Everett	33	31	15.83	Shurtleff.....	32	20	15.36
Everett (Dor.)	3	2	15.03	Wells	9	8	15.97
Franklin.....	29	28	15.86	Winthrop	22	19	15.55
Gibson (Dor.).	2	2	15.41	Other sources .	26	23	16.78
Hancock.....	20	19	15.11				
Harris (Dor.) .	6	4	14.54	Totals	377	286	15.68

Of the candidates from the Grammar Schools there were : —

Between twelve and thirteen, one.

Between thirteen and fourteen, twenty-five.

Between fourteen and fifteen, seventy-two.

Between fifteen and sixteen, one hundred and thirty.

Between sixteen and seventeen, eighty-four.

Between seventeen and eighteen, twenty-nine.

Between eighteen and nineteen, ten.

This school, from the date of this document, takes a new name and a new role. Instituted originally as a Normal School, with its model school for practice of the Grammar grade, then, by an extension of its course of study and the discontinuance of its model school, converted into a Girls' High and Normal School, and subsequently supplemented on the Normal side by the establishment of a "Training Department," with a Primary Model School attached, it now becomes, by the elimination from its curriculum of whatever is peculiar to a normal or training school, a "Girls' High School" in name and purpose. Henceforth it is to be an institution for the higher *general* education and culture of young ladies, without special regard to the particular pursuits, whether industrial or professional, in which they may engage.

From this date also, the school, thus modified in its design and scope, passes into the hands of a new head-master, Samuel Eliot, LL. D., late president of Trinity College, a gentleman whose ripe scholarship, high culture, large educational experience, and singular goodness, render him most fit for this high and responsible situation. And to the honor of the Board it should be said that they made choice of this eminent man to be the head of this great school, with-

out any application on his part, or knowledge even, that he was to be voted for. His acceptance of the post cannot but be regarded with lively satisfaction by the friends of our public education who know his superior qualifications for the discharge of its duties. If now, on the one hand, he be not cramped and trammelled by unnecessary restrictions and limitations; if he be allowed that degree of liberty and power which the head of such a school ought to have accorded to him, in order to enable him to work with the greatest efficiency and success; and if, on the other hand, he be favored with the requisite support and co-operation of the Committee in his plans and efforts, it seems more than probable that under his care and direction this institution will, in its new sphere, and with its unsurpassed accommodations and appliances, and its accomplished corps of assistant and special teachers, become even more useful and more highly valued than it has been at any previous period. In saying this, I do not mean to undervalue, in the slightest degree, the services of the able men who have, under less favorable circumstances, in former years, had its management in their hands.

During the past year complaints have been made by advocates of a higher education for women, that the sexes were not provided with equal educational advantages, as there was no public classical school for girls, corresponding to the Latin School. If there is a demand for the instruction of girls in Latin and Greek, not only to the extent now afforded by the Latin School course, but even beyond it, I trust that ample provision will be made for such instruction in

the Girls' High School. It may be found expedient also to make provision for the admission of students who desire to take a partial course, no pupils being permitted, however, to take such a course who are not qualified to pass the entrance examination. Other modifications of the programme of studies will probably be found desirable, in order fully to adapt the school to the demands of this community at the present time, for higher female education. For several years, instruction in a one year's course has been provided for in an advanced class of such graduates as wished to continue their studies. As boys are allowed to pursue a classical course of six years in the Latin School, girls should be permitted, if they desire it, to pursue a similar course for the same length of time.

ROXBURY HIGH SCHOOL.

The average whole number of pupils belonging during the last half-year was 194—boys 91, girls 103—against 181 for the corresponding six months of the preceding year; the average attendance was 183, and the per cent. of attendance 94. These pupils were taught by one head-master and five female teachers, three ranking as assistants and one as head-assistant. Besides these, four special teachers were employed, namely, one each in drawing, in music, in the French language and in the German language. At the close of the year graduating diplomas were awarded to a class of 42,—14 boys and 28 girls.

In former reports I described the peculiarities and good traits of this excellent school. There is nothing to add now as to its management and instruction,

except to say that it maintains its high rank as a vigorous, thorough and successful school. Its rapid growth within a few years is a sufficient proof of the high appreciation in which it is held by the inhabitants of the Highlands. Its growth has been such that its building, although an excellent and commodious structure, is now quite inadequate to its wants. An admirable and economical plan for its enlargement has been devised, and it is hoped that the City Council will immediately take the necessary measures to authorize the contracts for it to be made.

The following table shows the number and average age of the pupils admitted to the Roxbury High School, from Grammar Schools, and from other sources, and also the number of those who joined the school and entered upon the course of study, in the fall of 1872:—

SCHOOLS.	Admitted.		Joined.		Average Age.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Bigelow	1	..	1	..	13.6	....
Comins.....	18	8	16	6	15.1	15.5
Dearborn.....	13	10	9	6	15.9	16.8
Dudley.....	..	9	..	6	....	15.1
Dwight.....	2	..	1	..	14.3	....
Sherwin.....	4	3	3	2	14.10	....
Lewis	12	14	8	10	15.10	15.0
Washington.....	8	..	5	..	15.7	....
Other sources.....	2	8	2	7	13.8	15.3
Totals.....	60	52	45	37	14.10	15.6

Of those who joined the school, there were, —
Between thirteen and fourteen, eight.
Between fourteen and fifteen, twenty-seven.
Between fifteen and sixteen, twenty-seven.
Between sixteen and seventeen, fifteen.
Between seventeen and eighteen, five.

DORCHESTER HIGH SCHOOL.

The average whole number belonging for the last half-year was 123 — boys 53, and girls 70 — against 119 for the corresponding six months of the preceding year; the average attendance was 103, and the per cent. of attendance was 89. These pupils were taught by one head-master and four female teachers, three ranking as assistants, and one as head-assistant.

At the close of the school year graduating diplomas were awarded to a large class consisting of 14 boys and 29 girls, 43 in all.

This is a thoroughly equipped school, with accommodations of the highest order, and a faithful and able corps of instructors. Its course of study is broad and liberal, comprising a Classical department, where young men can fit for college, and an English department, affording a thorough practical education. The inhabitants of Ward Sixteen are fortunate in having such a school open to all their sons and daughters who desire to go beyond the elementary course of education.

The following table shows the number and average age of the pupils admitted to the Dorchester High School, from Grammar Schools and other sources, and also the number who joined the school and entered upon the course of study in the fall of 1872 :—

SCHOOLS.	Admitted.		Joined.		Average Age.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Mather.....	1	3	1	3	13.2	15.6
Harris	6	10	6	10	14.7	15.3
Everett.....	5	2	4	2	14.11	13.10
Stoughton	4	8	2	5	15.2	15.2
Gibson .....	..	..	..	..	....	....
Tileston	2	2	1	1	14.6	14.8
Minot	2	1	1	1	16.10	13.9
Other sources.....	5	1	5	1	15.3	16.6
Totals.....	25	27	20	22	14.11	14.11½

Of those who joined the school there were,—

Between twelve and thirteen, one.

Between thirteen and fourteen, six.

Between fourteen and fifteen, twelve.

Between fifteen and sixteen, seventeen.

Between sixteen and seventeen, five.

Between seventeen and eighteen, two.

NORMAL SCHOOL.

The action of the Board, by which this school was established, has been already referred to in speaking of the Girls' High School. It is intended that this

shall be in reality, as well as in name, a *Normal* School, that is, a school especially designed for the *professional* training of teachers, and for nothing else, it being no part of its purpose to give that instruction which belongs exclusively to general and liberal education. Its studies will be limited strictly to those which are pedagogical, those which relate to the science and art of education. Its programme will of course comprise mental and moral science, physiology and logic, a knowledge of which studies is essential to the well-equipped teacher. It will also include the study of the best methods of organizing, managing, teaching and governing schools, of different grades. Ample provision will no doubt be made, and at an early day it is to be hoped, for the observation and practice of the pupils in model or training schools, comprising all the grades of study in our whole course of elementary education.

With our experience of twenty years in different organizations for normal training, we ought to be able, in a comparatively short time, to develop this school into a model institution of its class. Fortunately it begins its career with the most important element of success already assured, in a most capable and experienced teaching corps, comprising the ladies who have done so much valuable work under the direction of Miss Stickney, in the Training Department of the Girls' High and Normal School, and the recently elected head-master, Larkin Dunton, Esq., late master of the Lawrence Grammar School, a gentleman pre-eminently fitted for such a post. He is a sound practical educator, and I feel well assured

that under his direction and instruction, aided as he will be by able assistants, this school will send out well-trained and capable teachers.

HIGH SCHOOL QUESTIONS.

The questions used at the examination for admission to the High Schools except the Latin School, in July, were as follows:—

Arithmetic.

1. $\frac{1}{6}$ of my property is in land, $\frac{1}{5}$ is in stocks, and the remainder is \$380. What is the amount of my property?
2. The difference of two numbers is $15\frac{3}{5}$, the smaller is $12\frac{2}{11}$; what is the greater?
3. What is the least common multiple of 14, 20, 24?
4. How many square yards of carpeting will be required to cover a floor 32 feet long and 23 feet wide?
5. Add $\frac{2}{3}$, $\frac{5}{8}$, and $\frac{2}{13}$.
6. Divide $1\frac{3}{7}$ by $\frac{2}{5}$, and explain the operation.
7. Find the greatest common divisor of 304 and 232.
8. A man owning $\frac{3}{8}$ of a ship sold $\frac{1}{2}$ of his share for \$5,425. What was the value of the ship at that rate?
9. Reduce £421875 to shillings, pence, and farthings.
10. What is the interest of \$325, from Jan'y 1, 1870, to June 23, 1872, at 7 per cent.?
11. What is the compound interest of \$232, for 4 years, at 6 per cent.?
12. If a pole 15 feet long cast a shadow 20 feet long, how high is a steeple that casts a shadow of 270 feet at the same time?
13. Having sold 5,000 lbs. of tea, at 30 cts. per lb., what is my commission at 2 per cent., and how much money shall I remit to my employer?

14. A horse and chaise are together worth \$1,000, but the horse is worth only $\frac{9}{16}$ as much as the chaise. What is the value of each?

15. Divide £25 13s. 2d. equally among four men.

16. What is one-fourth per cent. of \$225?

17. My commission at $\frac{1}{4}$ per cent. for investing a certain sum of money was \$10. What was the sum invested?

18. How many pints in $\frac{1}{2}$ gal., $\frac{1}{3}$ qt., and $\frac{3}{8}$ pt.?

19. Divide 212.0565 by 24.125.

20. What is the present worth of \$100.54, due 3 years hence, at 6 per cent.?

Grammar.

1. Into what parts is English Grammar divided?

2. Name the parts of speech.

3. Decline: boy, I, who, he.

4. Write the plurals of the following words: enemy, valley, German, Frenchman, sheaf.

5. What is gender? Give the opposite gender of the following words: window, author, abbot, landlord.

6. Correct: If there is anybody there let them answer.

7. What is comparison? To what parts of speech does it belong?

8. Compare the following words: pretty, soon, good, little.

9. Write the principal parts of the following words: ride, be, go, become.

10. What is an auxiliary verb? Name four auxiliary verbs.

11. Write the present, active, and passive participles of the word *move*.

12. Correct: If I was her. He laid down upon the sofa. He has lain the book upon the table. She set in her seat.

13. Parse the nouns in the following: John's hat lies on my table.

14. My sister gave me what I wanted. Parse *what*.

15. Write three sentences showing the word *that* used, 1, as interrogative pronoun; 2, as a relative pronoun; 3, as connective.

16. Define Analysis.

17. Write a sentence containing a simple subject and a simple predicate.

18. Write a sentence containing an adverbial phrase and an objective clause.

19. Analyze the following: —

“A tender bud,
That tried to blossom in the snow,
Lies without where the violets blow.”

20. Parse the words in italics: —

“*Lives* of great men all remind us,
We *can make* our lives *sublime*;
And, *departing*, leave behind us
Footprints on the sands of Time.”

Geography.

1. Boston is about 71° E. longitude, and Philadelphia 75° E. longitude; what is the difference in time?

2. The difference in time between London and New Orleans is six hours; what is the difference of longitude?

3. What is the width in degrees of each of the Temperate Zones?

4. What is the area, and what the population of the United States?

5. In what latitude and longitude are the antipodes of Boston?

6. When the sun has just crossed the Equator in March, will it be day or night at the North Pole, and how long will this day or night continue?

7. A vessel is in 23° S. latitude, and 112° E. longitude; in what ocean, and near what land is she?

8. What is the size of the State of New York as compared with Massachusetts?

9. A vessel sails from Boston to Rio Janeiro; what will probably be her return cargo?

10. A vessel carries goods from Boston to New Orleans, and is there hired to carry a cargo to Liverpool; what is probably that cargo?

11. What difference between the industrial pursuits of the inhabitants of Rhode Island and Virginia?

12. What are the chief agricultural products of the Gulf States? of the North Western States? of Southern Russia? of China? of New England?

13. Through what State does the Missouri river flow, and of what State does it form the Eastern boundary?

14. Name the largest of the West India Islands; to whom does it belong, and what is its chief city?

15. Name the greatest commercial city in Europe; of the United States.

16. What large city of Europe is nearly in the latitude of Boston?

17. A vessel is to sail directly from Lake Michigan to London; over what waters will she sail?

18. Name the three longest rivers on the globe.

19. Name the three largest cities in the United States, in the order of their size.

20. Draw a map of the State of Pennsylvania.

History.

1. Name three of the earliest known discoveries of land in the New World, and state by whom made.

2. Give very brief history of the Plymouth Colony.
3. Give very brief history of the Virginia Colony.
4. In what Colonies did religious toleration exist?
5. State principal causes of the American Revolution.
6. Name five of the principal leaders of the American Revolution.
7. What is meant by the Monroe doctrine?
8. When was the present Constitution adopted, and why?
9. Name three victories important to the Americans.
10. Who were our Allies?
11. What was the Missouri Compromise?
12. Name the acquisitions of territory made by the United States, both by conquest and purchase.
13. Name some of the important events of General Jackson's administration.
14. Why did several of the States secede in 1861? Give briefly the results of their secession.
15. For what purposes have the public lands been granted?
16. What is meant by a protective tariff?
17. What Presidents have served two terms?
18. Of what officers does the Cabinet consist?
19. State what you know about the "Treaty of Washington," why it was made, and success of it thus far.
20. What are the important political questions of the day?

SPECIAL SCHOOLS.

During the last year there have been in operation seventeen special schools, namely, two Evening Drawing Schools, one Evening High School, ten Element-

ary Evening Schools, two Schools for Licensed Minors, one for Deaf-Mutes, and one Kindergarten School. The whole number of teachers employed in these schools was 101, and their salaries amounted to \$26,526.34.

EVENING DRAWING SCHOOLS.

Year before last, all the instruction in industrial drawing, in accordance with the requirements of the recent statute relating to art-education, was given at rooms in the Institute of Technology, rented for the purpose by the city. Although ten instructors were employed to teach here in several departments of drawing, the whole organization was designated as only one school. Last winter, the subjects of instruction being divided into two general classes, namely, free-hand and mechanical, two separate schools were carried on, each being devoted to one of these classes of subjects. The Free-hand school was accommodated in the Normal Art School rooms at the Appleton street building, and the School in Mechanical Drawing in rooms at the Institute of Technology. The Free-hand School was taught by a principal and three assistants; 322 students were registered, but the greatest number considered as belonging was 170; the average attendance was 65; males 51, and females 14, the maximum attendance being 91, and the minimum 23. The pupils were taught in three classes, working from outline blackboard drawings, from flat examples, and from casts.

The School in Mechanical Drawing, at the Institute of Technology, was taught by six instructors, and

the attendance was upward of two hundred, all males. It was divided into four departments, one for ship-drafting, one for geometrical drawing, one in architecture, and one in machine drawing. The greater part of the students in this school were young men engaged in some branch of industrial labor requiring skill in drawing for its most successful pursuit. In both schools the teachers were thoroughly devoted to their work, and the students were earnest, industrious, and most commendable in deportment. Besides the free instruction in drawing, given in the above-named Evening Schools, a class in drawing was provided for at the Evening High School, where elementary geometrical drawing was taught as a preparation for the classes at the Institute of Technology. Average attendance, 24. Late in the season a free-hand class was commenced, which had an average attendance of 16. Both classes made satisfactory progress.

At the close of the Evening Drawing Schools, on the 6th and 7th of May, they were systematically and carefully reviewed by the Supervisor, Mr. Walter Smith, the regular teachers neither participating nor being present. The results in detail have been printed in the report of the Committee on Drawing.

EVENING HIGH SCHOOL.

This most interesting and useful institution has from its commencement constantly increased in numbers and efficiency. Last winter it was under the charge, as principal, of Mr. Luther W. Anderson, the senior master in the English High School, whose

long experience and eminent practical ability rendered him an eminently fit person for the management of such a school. He was assisted by eight competent teachers, all of whom devoted themselves to their work with zeal and fidelity. The average attendance was 225, against 150 for the preceding year, showing a gratifying increase. The number connected with the school varied from 375 to 524.

The studies pursued were as follows: navigation and surveying, arithmetic, English Grammar, English literature, geometry, algebra, the French and German languages, geometrical and free-hand drawing, book-keeping, natural philosophy, penmanship, and the Latin language.

The following table shows the statistics of the Evening High School during the last year:—

1871-72.	No. of Sessions.	Av'age No. Belonging.	Average Attendance.			Av. No. of teachers.	Av. No. of pupils to a teacher.
			Males.	Females.	Total.		
October, 1871..	22	398	152	107	259	7	34
November, 1871..	21	524	138	108	246	8	28
December, 1871..	20	481	137	85	222	8	24
January, 1872..	23	463	129	86	215	8	23
February, 1872..	20	452	127	81	208	8	23
March, 1872..	14	375	110	62	172	8	21
Totals	120	2,693	793	529	1,322	47	153
Averages		440	132	88	220	8	25.5

It appears that the average number of pupils to a teacher, including the principal, was upwards of 25; exclusive of the principal it was upwards of 30. By judiciously managing the classification, and thus giving a fair number of pupils to each teacher, the cost of carrying on the school has been kept within very reasonable limits. The progress which this school has made since it was instituted, three years ago, is extremely gratifying. The experiment has demonstrated, beyond a doubt, the utility and need of such a school. If there is any class of persons for whom the city can afford to furnish free education, it is that class of industrious young men and women who have neither the time nor means to attend a day school, but whose desire for improvement is so strong as to induce them to devote their evenings to the acquisition of knowledge.

With what consistency or reason could we expend so many thousands on our day High Schools, and withhold the pittance required for the support of the Evening High School? I know of no sound argument for the maintenance of our day High Schools which will not hold equally good for the maintenance of our Evening High School. But I believe there is no need of looking for arguments to convince the members of the Board of the expediency of sustaining this school by their votes and their influence.

There was some opposition to it during the first and second years of its existence; but it has gradually disappeared as its character and objects have become better known.

The leading purpose of this school is to impart technical instruction, that is, such instruction as is

applicable to the practical pursuits of life. Book-keeping, navigation, surveying, and practical geometry are some of the strictly technical branches taught. But it very properly opens its doors also to those pupils who desire to pursue studies which are usually classed with those which have general culture for their object. For a detailed account of the manner in which the school has been conducted during the last year, I beg to refer to the excellent report of the able principal, which has been printed in the report of the Committee on Evening Schools. This committee justly say that "the school is a great credit to the city."

ELEMENTARY EVENING SCHOOLS.

The following table contains the summary of the statistical reports of the several Elementary Evening Schools, which were in operation from October, 1871, to April, 1872:—

SCHOOLS.	No. of Sessions.	Whole No. Registered.	Average No. Belonging.	Average Attendance.			Average No. of Teachers including Principal.	Average No. Pupils to a Teacher.
				Males.	Females.	Totals.		
North Bennet street	114	500	134	79	..	79	6.8	13
Chambers Street Chapel	106	405	216	64	35	99	9.1	12
Anderson street	117	443	211	94	37	131	10.3	14
Warrenton Street Chapel	75	329	189	43	40	83	7.0	12
Harrison avenue	116	569	311	79	52	131	12.0	12
South Boston	117	269	116	86	..	86	8.8	11
Roxbury, Cabot street	118	532	124	56	17	73	8.1	10
Old Franklin School	120	375	137	74	36	110	10.0	11
Reed's Hall, East Boston	114	383	150	77	13	90	9.6	12
48 Richmond street	50	196	35	30	3	33	1.6	23
Totals	1,047	4,001	1,623	687	233	920	83.3	11



The average nightly attendance was 920, against 887 for the preceding year. The branches taught in these schools are reading, spelling, writing, arithmetic, and geography. In the new school at East Boston there was an excellent class in book-keeping.

These schools are doing much good, and they are to be, no doubt, a permanent department of our system of public instruction. Experience will probably suggest improvements in their management and instruction. What seems to be especially needed to render them more efficient is a better classification. The great obstacle to this desirable improvement, at present, is the want of more suitable accommodations. So long as they are conducted as they now are, in large halls, with numerous classes, grouped around tables, a proper classification for class instruction is extremely difficult, if not impracticable. Hence the instruction is necessarily almost exclusively individual, and consequently much more costly than that of the day schools. If each teacher could have a separate room, the pupils might be at once classified so as to enable the teachers to instruct at least twice the number now assigned them, with at least as good results as are now produced. The very fact that the pupils are not now held to class instruction, but are mainly taught individually, accounts to some extent for the irregularity of attendance, which is one of the principal evils with which the teachers of these schools have to contend. It seems to me also that the success of these schools would be promoted by abolishing the regulation which prohibits the employment in them of teachers of day schools, so as to

leave the Committee on the Evening Schools to exercise their own judgment in the matter. The principals, at least, might be with advantage taken from among the teachers of the Grammar Schools.

SCHOOLS FOR LICENSED MINORS.

The average number belonging during the last half-year was 60, and the average attendance 51. It appears that the average attendance is less than half as large as it was during the corresponding six months of the preceding year. The teachers are the same, and they are competent and faithful, but the attendance has fallen to so low a figure as to suggest the expediency of discontinuing one of the schools.

These schools were designed especially for licensed newsboys and bootblacks, the former attending for a session of two hours in the morning, and the latter for a session of the same length in the afternoon. The rule is that boys are not to be licensed unless they promise to attend school, and that after receiving a license, if they absent themselves from school, their licenses shall be revoked. The carrying out of this rule belongs to the truant officers, in co-operation with the police. The bootblacks still continue to attend much more than the newsboys. I believe the effect of this plan has been to cause more of the newsboys to attend the Grammar and Primary Schools, for they are not excluded from any schools for which they are qualified. At any rate, it is quite obvious to even the casual observer, that since this plan was adopted, a very great improvement has taken place among the classes of boys which it was designed to effect.

SCHOOL FOR DEAF-MUTES.

The whole number of pupils who were in attendance during the last six months was 44, and the average attendance was 31.

This school has been carried on during the past year with a high degree of efficiency and success. Its teachers deserve great credit for their earnestness, zeal, and patience in advancing the progress of the pupils committed to their care. The accomplished principal is extremely well qualified, both by her temperament and her education, for the difficult situation which she occupies. She exhibits the spirit of what I call the true teacher, the teacher who is bound to attain, not apparent success, but real success, — the spirit of candid and thorough study to find out right ways of doing things, — not merely good ways, but the *best* ways. Her strong practical common sense enables her readily to discriminate between what is merely fanciful and captivating, and what is useful for the accomplishment of the object in view. Her enthusiasm is controlled by reason. Her assistants seem to be equally well suited to their sphere.

The use of Prof. Bell's system of visible speech as a means of instruction, during the past year, has justified the opinion of its utility as an instrumentality in the instruction of deaf-mutes, which was expressed by me in a former report. I am highly gratified to learn that Prof. A. Graham Bell, a gentleman of the highest respectability, and of the rarest ability as a teacher, has opened a Normal Training School in this city, for the purpose of qualifying teachers for the

application of visible speech to deaf-mute instruction. It would be a decided advantage to all teachers of speaking children to possess some acquaintance with the new science — the true science of vocal utterance.

THE KINDERGARTEN SCHOOL.

This school numbered, during the last half-year, eighteen pupils, and the average attendance was fourteen. This school has been in operation two years. It was set up as an experiment, to see what could be done here in Boston with a school conducted on Froebel's plan, as a part of a public system of free education. When the school was opened, it was the first, so far as was known, public free Kindergarten in the world. Froebel's system of training young children, as he developed and expounded it, has been endorsed and commended by good educational authorities. Froebel was no doubt an original educator, and as such he is well worth studying, but when the advocates of his system insist that the Kindergarten must be exactly what he prescribed and nothing else, that there must be no departure from his precise pattern and type, no modification whatever of the programme which he laid down, they claim, it seems to me, rather too much. Education is a progressive science, and it is hardly safe to assume that perfection has been reached in any of its departments. Besides, the spirit and principles of a system may be substantially retained and applied, although the forms of organization, and the material appliances and means may undergo various modifications.

The question has been asked why it is that the Kindergarten, with all its acknowledged merits, makes so slow progress here in a community where there are so many enlightened friends of education, and where so much is doing in various ways to advance the cause of education. I do not pretend to be able to give an answer to this question which will be satisfactory to everybody. But to my own mind, one obvious reason for this is to be found in the very fact that our Primary Schools, as now conducted, already do so much of the work which Froebel aimed to do in his children's garden. If any one will go into our lowest Primary class, he will find very much of the spirit of Froebel's system. I have read in the newspapers communications, apparently written by ardent and well-meaning advocates of the Kindergarten system, caricaturing our Primary Schools, in order perhaps to make the need of their favorite system appear the more urgent. This mode of advocacy does not seem to me to be wise. Persons who have not examined our Primary Schools for a score of years have but a very inadequate idea of what they now are. They are not without imperfections. But would Kindergartens necessarily be perfect?

My view of this matter has been so much misunderstood, that I feel it necessary to define my position. I think highly of Froebel's system as I understand it. I do not accept it as a perfect invention, as an educational finality, as an institution which must accept no variation or modification, that must be copied entire or not at all. Still, I think so well of it that I feel justified in advising and recommend-

ing its fair and full trial. I should like to see three or four model Kindergartens set up in different localities, so as to take in pupils from varied conditions in society. I should like to study their operations and results. After such an experiment, and only thus, should I be prepared to give an opinion as to the next step to be taken in regard to the system.

SEWING.

The following are the provisions of the regulations respecting sewing: —

“Plain sewing may be introduced into any Primary School, if the sub-committee think it advisable.

“Instruction shall be given in sewing, to the fourth, fifth, and sixth classes in the Grammar Schools for girls, provided that not more than *six divisions* be taught in any one school. The district committee of each school in which such instructions is given shall nominate to the Board, for confirmation, some qualified person as teacher of sewing, who shall give to each pupil two lessons a week, of not less than one hour each, on different days or sessions of the school.”

The salary of sewing teachers is \$87 for each division taught.

Sewing has not been introduced into our Primary Schools, and it seems hardly desirable that it should be, as practically all the Primary pupils go forward into the Grammar Schools, where they can be taught needle-work more systematically and efficiently.

Three of the Grammar Schools entitled to instruction in sewing, the Chapman, Prescott, and Adams, did not report any sewing teacher.

By the word "division," in the regulation cited above, is meant the portion of a class taught in a separate room by a separate teacher. The average number of pupils to a division is about 47. It appears, then, that instruction in sewing is limited to six such divisions, or a maximum of about 282 pupils in each school. This limitation works unequally. While in some of the smaller schools it permits instruction in sewing to be given to all the pupils of the three lower classes, in some of the larger schools it cuts off not only the whole of the third class, but a part, if not the whole, of the fifth.

Considering the utility and importance of sewing and cutting-out, as a branch of female education, I hope that provision will be made for its efficient instruction, not only in all the divisions of the three lower classes, but also, to some extent at least, in the three upper classes.

The following table shows the average number of girls belonging to each Grammar School, the number of divisions in which sewing is taught, the number of pupils in those divisions, and the salary of each sewing teacher:—

SCHOOLS.	Av. No. of girls belonging during the past yr.	No. of divisions in which sewing is taught	No. of girls taught sewing (about)	Amount of salaries for the year.
Adams	195			
Bowditch	525	6	282	\$525 00
Bowdoin	503	5	235	437 50
Boylston	206	3	141	262 50
Chapman	269			
Comins	398	6	282	525 00
Dearborn	362	5	235	437 50
Dorchester	549			800 00
Dudley	264	4	188	350 00
Everett	682	6	282	525 00
Franklin	637	4	188	350 00
Hancock	874	6	282	525 00
Lewis	268	3	141	262 00
Lincoln	317	4	188	350 00
Lyman	169	2	94	175 00
Norcross	691	4	188	350 00
Prescott	285			
Sherwin	354	6	282	525 00
Shurtleff	663	8	376	700 00
Wells	443	6	282	525 00
Winthrop	759	6	282	525 00
Totals	9,413	84	3,948	\$8,150 00

During the last two or three years considerable progress has been made in the instruction in sewing in our Public Schools. A new interest has been awakened in regard to it both among teachers and pupils. Whenever I ask the classes of girls who are employed with their needles if they like their sewing lessons, I always get an emphatic answer in the affirmative. The teachers seem anxious to systematize and improve their plans of instruction, and to carry

forward their pupils to higher grades of work than they formerly attempted. Last May I invited the sewing teachers to meet me at the City Hall, for the purpose of consulting in regard to the best means of promoting improvement in the instruction in this branch. This invitation was cordially accepted, and the result was an interesting and useful meeting. A committee was appointed to prepare a graded programme of work to be done, and it was unanimously agreed that it was desirable that there should be an annual exhibition of the needle-work of the pupils in each school where sewing is taught, at the time of the usual annual exhibitions of those schools. It was also suggested that it would be well for each teacher to send to the Superintendent an annual report of the work done by her pupils. Several teachers gave some account of their plans and arrangements. It became apparent, from the remarks made, that there was not much uniformity of plans or aims among the teachers, and that scarcely any one of them knew what was done by other teachers. But all manifested a lively interest in their work, and were extremely anxious to avail themselves of all practical means for improvement. Probably one of the best things they could do would be to visit each other's schools.

In accordance with the suggestions made at the meeting, in several schools, very creditable exhibitions of sewing were held, and carefully prepared reports of work done have been received from about half of the teachers, of which the following is a specimen:—

Dearborn School Sewing Report for the year ending July, 1872. Five Divisions.

Aprons,	80	Pillow-slips	40
Napkins,	41	Night-dresses,	3
Patchwork, squares,	2,137	Table-cloths,	3
Hemming, yards,	653	Hats trimmed,	1
Towels,	148	Curtains,	3
Handkerchiefs,	270	Drawers, pairs,	9
Skirts,	27	Bibs,	8
Bags,	117	Veil,	1
Sleeves,	144	Stitching, yards,	21
Pockets,	12	Dusters,	6
Button-holes,	444	Pen-wipers,	25
Tidies,	4	Holders,	6
Scarfs,	15	Bolster-case,	1
Waists,	12	Needle-books,	4
Shirts,	2	Dolls' Dresses,	21
Chemises,	7		
Quilt,	1	Total,	4,268
Sheets,	2		

It has seemed to me that it might be well for the School Board to appoint a competent Committee of ladies to examine the instruction in sewing in our schools, and make a report upon it; and it gives me pleasure to inform the Board that in a quiet and informal way an inspection was actually made, during the last summer, of the sewing in six schools, by a Committee of the Women's Education Society. I have been kindly furnished with a copy of their report, in writing, from which I make the following quotations:—

“The knowledge gained is perhaps not great, but it will be valuable as a basis on which further improvement may rest. We have found sewing well taught in the fifth and sixth classes of our Grammar Schools, and in one visited (the Wells), in the lowest division of the fourth also.

"The greatest difficulty at present is to supply work for the children who bring none, and this can be done, at very small expense, by providing strips of cotton cloth a quarter of a yard in width and three times that length, that can be made to answer the purpose of patchwork, handkerchief, or apron, etc., in so far as knowledge of stitches put into them goes; top-sewing, hemming, felling, stitching and button-holes, patching and marking can all be done on such a strip, as specimen work, and this sort of work will have a twofold effect: it will supply the child with material, and teach her plain sewing; but it will be dull in comparison with the apron or handkerchief her neighbor is making, and will, perhaps, induce her to bring her own work for the next lesson."

"Increased attention to mending would be very desirable; it is difficult to obtain; for a garment patched, or a stocking darned, does not swell the list that makes up the report, and so does not add to the reputation of the class. The only inducement to this sort of work would be an exhibition of needle-work, which should include only the very best work of each kind. It might be classified somewhat as follows for children from six to twelve years: under seven, the best top-sewing; under nine, hemming and felled seam; under ten, stitching; under twelve, the best button-holes, the best entire specimen, the best mended stocking, the best sampler, and the best knit stocking. No fancy work should be allowed; but the knitting of stockings should be encouraged, and the marking of linen with thread, as more durable and economical, and easier than with ink."

"In conclusion, we feel greatly encouraged to find the children so well taught, the teachers so much interested, and so convinced of the importance of the instruction, the Superintendent so favorable to the extension of sewing to all the classes, as is recommended in the excellent report of Dr. Lothrop (as Chairman of the Special Committee on Industrial Schools), and while we are waiting for the School Committee to act upon the orders annexed to the report, we shall be thankful to have sewing, mending and knitting thoroughly taught in the three lower classes of the Grammar Schools, to have the children supplied with specimen work, and to obtain permission for a yearly exhibition of sewing, as this will insure a superior quality of work, very difficult to obtain without some prospect of reward, the object now being on the part of the child to finish a garment as quickly as possible, in order to have the benefit of it; and, on the part of the teacher, to report as many garments as possible made in her classes, for the sake of her own reputation as a skilful and competent needle-woman."

By "yearly exhibition," the Committee mean a *general* exhibition, somewhat like that of drawing, in addition to the exhibitions in the several schools. This plan as well as the other suggestions, presented in the above quotations, appear to be judicious, and I hope they will receive careful attention.

DRAWING.

During the last year great progress was made in this branch, both in the Evening Industrial Drawing

Schools and in the day schools of all grades from the lowest Primary classes to the highest classes of the High Schools. For many years we had been trying in a moderate way to teach drawing in our public schools. Fifteen or sixteen years ago, in order to improve the instruction in this branch, I procured from England at my own expense a set of copies and models, for which the School Committee refused to pay. The models nobody that I could find knew how to use, and they were given to a Primary School to be used in object lessons. From the copies, by the kind assistance of Mr. Bartholomew, who was employed to teach drawing a few hours a week in the Girls' High and Normal School, I prepared the Boston Primary Drawing Tablets and Slates for Primary Schools; and although I was to receive no pecuniary benefit therefrom, their introduction was strenuously opposed by some members of the Board of high social and literary standing. I mention this curious fact to show how little the true scope and utility of drawing as a branch of common school education was known by those who might be supposed to have the best understanding of the matter. Their reasoning was this: "Drawing is a fine art, an accomplishment, an educational luxury for the wealthy classes; the public schools are for the children of the poorer classes, who must work for a living. What have they to do with making pictures? Let them stick to the three R's." When we consider that it was scarcely twelve years from that time that the Legislature enacted a law requiring drawing to be taught in all schools, on the ground that it is the true

fundamental element of all *industrial education*, we cannot but feel that the world does move.

When Mr. Bartholomew brought out his drawing books, we were enabled to take a new step forward in the right direction, but it was not a very long step. There was no great interest in the subject, nor were its nature and objects clearly understood and appreciated. Drawing was taught in the High Schools, except the Latin, by special teachers, and it was required to be taught in all the lower grades. But what was done was uphill work. In the mean time we were greatly occupied with other reforms and improvements, more fundamental and more important still. At length the time came for vigorous measures for perfecting the instruction of drawing in all our schools. For this purpose *new instrumentalities* were needed. The first of all was a Standing Committee of the Board to give special attention to its development. Such a Committee was instituted, and it went to work in earnest. The Evening Industrial Drawing Schools were established as required by law. The schools were examined in drawing; an exhibition of drawing was ordered. But still another instrumentality was necessary to carry forward the work. A thoroughly accomplished *art-master* was wanted to be the director and supervisor of this branch, a man thoroughly trained and thoroughly experienced in all branches of art education. After long negotiations, such a man was at last secured in Mr. Walter Smith, of England, one of the very ablest graduates of the Normal Art Training School at South Kensington, who had for many years successfully conducted

art schools, — a man of broad art-culture, of extensive knowledge of the methods and systems of different countries, of practical skill in teaching, of tact in the handling of classes, of organizing power, of executive ability, of business capacity, of immense working force, and of a noble professional ambition. This is the sort of a man the Committee on Drawing had the good fortune to secure. This was an immense step in the right direction. It is easy to make regulations, but the essential and difficult thing is to get the right men and set them to work. From the arrival of Mr. Smith, last October, a new epoch began. In saying this, I would not abate the tithe of a hair from the credit due to other faithful workers who preceded him, and who are so efficiently and earnestly co-operating with him. The Normal Art School, in Appleton street, for the instruction of teachers, was at once opened, the beneficial effects of which were immediately visible in the improved methods and aims in teaching drawing in all our schools. Our teachers deserve great credit for their hearty co-operation in developing this branch of instruction. It was natural that there should be some grumbling, for there are always some who are averse to any extra exertion or any interruption to established routine. But the exhibition of drawing last May seemed to give great satisfaction, and put everybody in better humor. The glory, however, of last year's labors and efforts was seen in June, at the Girls' High and Normal School building, when *five hundred of the teachers* of our Primary, Grammar and High Schools, voluntarily presented themselves for an examination of their quali-

fications for teaching drawing; for the success of the whole scheme depends upon the competency of the mass of the teachers to teach this branch to their classes, aided and assisted by competent supervisors.

The general plan of carrying on the teachings is the same as that which has been so triumphantly successful in our musical instruction. A general supervisor at the head, to plan and direct, with a corps of four or five assistants, to teach personally in the highest classes of the High Schools, and to aid in teaching the teachers and in inspecting, examining, and supervising the work done in all the lower grades of the schools, the Committee on Drawing, of course, being the power over all. As to the details respecting the examinations, programmes and expenses, the Report of the Committee furnishes all needed information.

The path is now clear and plain, in the main. Just now there may be some teachers who do not fully see how to carry out the programmes which have been made. But this is only a temporary difficulty, and it will no doubt soon be overcome. If modifications in the requirements are found by experience to be necessary they will be made. Only a little patience is wanting. Extra pressure was inevitable in the introduction of so great an improvement. For the time drawing may seem to some to engross too much attention and time. But this is only a temporary phase of the matter. For one I have no fear that our scholars will be the losers. *When drawing is properly understood and properly taught, it will be acknowledged by every enlightened mind to be an indispensable element in the education of every human being,*

whatever may be his destination in life. Here general education and technical education coincide. The child needs drawing equally whether he is destined for a course of liberal culture, or for any industrial pursuit.

ATTENDANCE.

As to the importance of keeping this subject prominently in view in the administration of school systems, there is no dispute. What is the whole number of children of school age? What is the whole number enrolled? What is the average number belonging, and how does it compare with the daily attendance? What are the ages of the pupils in attendance? What is the average period of attendance? What percentage of the pupils complete the course? What is the number of pupils who attend one year, two years, etc.? Answers to such questions as these in respect to a school system are necessary to a full and complete estimate of its efficiency and success. In my last report I gave as full information in relation to our school attendance as the statistics in my possession would allow. Since that report was submitted, I have obtained two items of some importance relating to this matter.

The first is *the whole number of* DIFFERENT *pupils enrolled* in all the schools during the last school year. As this is the first time we have attempted to obtain the number of different pupils enrolled in a given period, it is possible that there may have been some errors committed in the enumeration; but the result arrived at is believed to be substantially correct. In order to get the true

number, the teachers were instructed to begin on the first day of the school year with the roll of pupils known to actually belong to the school on that day. Additions to those rolls, for the purpose in view, were to be made only of the names of pupils subsequently admitted *who had not attended any Boston public school since the first day of the school year*. These rolls would give the total enrolment of different pupils.

The following is a summary of the total enrolment of different pupils in the public schools, for the school year 1871-72 :—

SCHOOLS.	Boys.	Girls.	Total.
High Schools.....	954	883	1,837
Grammar Schools.....	10,973	10,752	21,725
Primary Schools.....	11,030	9,283	20,313
Licensed Minors.....	103	.....	103
Kindergarten.....	19	26	45
Deaf Mute School.....	22	29	51
Totals	23,101	20,973	44,074

In the above table it will be observed that the enrolment in the Grammar Schools does not much exceed the average whole number belonging, as reported in the tables of statistics. This is due to the fact that the four thousand two hundred and seventy pupils promoted from the Primary to the Grammar Schools were not counted in the number enrolled in the latter

schools, as they had already been previously enrolled in the Primary Schools within the year. On the other hand, the enrolment in the Primary Schools largely exceeds the average whole number belonging. The reason for this is found in the fact that these schools, during the year, receive upwards of four thousand new pupils, who enter school for the first time, and transfer about the same number to the Grammar Schools. This number, added to the average belonging, makes a sum reasonably near in amount to the enrolment in these schools.

The other item above referred to is the result of an enumeration of *the children residing in Boston, between five and fifteen years of age, who are employed in stores and industrial establishments, and not attending school.* This enumeration was made with great care, at my request, by the truant officers, each canvassing his own truant district. They found the employers very ready to give them the information desired. They deserve thanks for their readiness to undertake this service, and for the thoroughness with which it was performed. The smallness of the number of children found employed surprised me; but I have no reason to believe that the enumeration was not substantially correct.

The following table shows the number of children residing in Boston, between five and fifteen years of age, employed in stores and industrial establishments, June 1872: —

TRUANT DISTRICTS.	Boys aged						Total boys.	Girls aged						Total girls.	Total boys and girls in District.	
	9	10	11	12	13	14		8	9	10	11	12	13			14
North . . . . .	.	1	.	1	1	4	7	.	.	.	.	1	2	1	4	11
East Boston	1	1	4	16	15	36	73	.	.	.	.	.	.	.	.	73
Central . . . . .	.	1	6	12	22	37	78	1	2	4	13	17	21	19	77	155
Southern	1	13	28	52	45	15	154	.	.	.	.	.	.	.	.	154
South Boston . . . . .	.	.	5	4	6	14	29	.	.	.	.	.	.	.	.	29
South . . . . .	.	.	.	14	13	30	57	.	.	.	.	.	1	1	.	58
Roxbury, East District . . . . .	.	.	2	3	6	9	20	.	.	.	.	.	1	1	.	21
Roxbury, West District . . . . .	.	.	2	2	13	15	32	.	.	.	.	2	4	6	.	38
Dorchester, Northern . . . . .	.	.	1	.	.	3	4	.	.	.	.	.	.	.	.	4
Dorchester, Southern . . . . .	.	.	1	.	1	2	4	.	.	.	.	.	2	2	.	6
Totals	2	16	49	104	122	165	458	1	2	4	13	18	25	28	91	549

In a "Memorial" read before the Committee on Education of the Massachusetts Legislature, last February, a printed copy of which I have lately received, I find the following: "It is estimated that in the City of Boston alone there are from five to *ten thousand* children of poor, struggling families, who require their offspring to earn a daily pittance as the price of affording them the miserable shelter of a roof. These children support themselves by selling matches, soap, shoe-strings, toys, photographs, etc. They are from seven to twelve years of age. Their average earnings are from ten to seventy-five cents per day. They are left to grow up uneducated, both mentally and physically; their feelings are brutalized by habits that will eventually render them pests to society. Then there is a small army of beggars, going about the streets, learning full early the vices that fester in

every large city. . . . How is this pledge (of the public care for the morals and minds of children) kept to those *ten thousand* children, who, in the City of Boston alone, are allowed to grow up criminals and vagrants?"

In the last report of the Bureau of Statistics of Labor, of Massachusetts, I find the following statement of the school attendance of Boston: "In Boston, the returns made by the school authorities to the Board of Education show 46,301 children, between 5 and 15, and only 36,868 at any school, public or private, leaving 9,443, or about 20 per cent., *not accounted for*. Whether the sworn returns are correct, we do not know, but such are the figurate results from the data given. We most sincerely hope that even the smallest number of non-attendants derived from any correct computations, or from any explanations, may be still further reduced. The honor and welfare of the State demand it."

Before this statement was printed, the Chief of the Bureau was informed by me that the above "figurate results" were *not correct*.

As estimated and figured statements respecting the number of children in this city who are growing up in ignorance, like those above quoted, are eagerly seized upon and quoted by the enemies of popular education, in proof of the failure of the system, and of the uselessness of laws such as we have for compelling the attendance of truants and absentees, I reprint, in this connection, for the use of the Board, the concluding portion of my last report respecting school attendance in this city:—

" Whole number of children between 5 and 15,	45,970
Number belonging to Public Schools,	38,220
Number belonging to Private Schools,	8,593
	<hr/>
Total belonging to all schools,	46,813
Number in all schools over 15,	4,343
	<hr/>
Number between 5 and 15 in all schools,	42,470
Number 5 years old not in school,	1,149
Number 14 years old not in school,	1,419
Half the number between 12 and 14 not in schools,	489
Number between 5 and 15 unaccounted for,	443
	<hr/>
	3,500
	<hr/>
	45,970

" It appears, then, that the whole number of pupils of all ages belonging to the public and private schools is considerably in excess of the number of persons in the city between five and fifteen years of age; that the number between these ages belonging to the public and private schools is 92 per cent. of the whole number in the city; that of the 7 per cent. not attending school, six-sevenths are pretty well accounted for, making 99 per cent. in school, or accounted for, while 1 per cent. remains unaccounted for. This statement of the case respecting the school attendance in this city seems to afford evidence for the belief that the number of children who are growing up without acquiring at least the rudiments of education is quite small. During the past ten years I do not remember to have met with the case of a child who had resided in the city until the age of fourteen without learning to read and write.

" Our truant officers are expected to look after all children not attending school, who are found in the

streets without any lawful occupation. From their reports, and from information derived from other sources, I had good reason for believing that they are faithful and efficient in the performance of their duty. But as I occasionally hear it said in educational speeches, or read in some newspaper communication, that there are several thousand—from ten to fifteen thousand I think is the number named!—vagrant urchins in the streets growing up in ignorance, idleness, and vice, I thought I would try to find where they were. Accordingly, some week or two ago, on a bright and sunny morning, taking care not to select a holiday, I set out on a voyage of discovery. I went to all the railroad stations, I drove round the marginal streets, scanning the wharves and alley-ways, keeping a sharp lookout for boys and girls of school age. The result of this perambulatory expedition, which occupied two or three hours, was quite extraordinary, in respect to the smallness of the number of children of school age that were found at all. Every one found was stopped and his case inquired into. The whole number found was hardly more than could be counted on one's fingers, and among them there was only one who had not a good reason for being out of school. This was a truant who had slipped through the fingers of his teacher, and escaped the vigilance of the truant officer. The next day being fine, I continued the survey, going through nearly all the streets of a densely populated section of the city. The result was about the same as that of the preceding day. The few children found, with one exception, gave good reasons for

their absence from school. He was a licensed news-boy, and was generally found in school. A similar district in another part of the city was inspected on the third day. It was the same thing over again. I propose to repeat this survey of the streets when the spring opens. In my last report I presented a tabulated report of the doings of the truant officers during the past ten years. That report affords strong evidence of the activity of those officers, and it is no doubt largely owing to their labors that so few absentees are found in our streets.

"But, however favorable our statistics of attendance may appear, it is nevertheless quite certain that there are many children in the city who are not in the way of acquiring what may be called a competent education, that is, a good elementary education; and so long as there is one such child remaining, our efforts to improve the attendance, and reduce absenteeism, should not be relaxed."

HYGIENE.

Twelve years ago I made an earnest appeal to the Board in behalf of physical education, and urged *the introduction, into all grades of our schools, of a thorough system of Physical Training, as a part of school culture*, concluding with these words: "Hitherto we have directed our attention almost exclusively to intellectual education. The tasks of the brain have been greatly increased, without a corresponding increase of care for the preservation of health. This is the great defect of American education. It is fitting that Boston, this cradle of the great system of

free popular education, should take the lead in showing to the world how this defect can be remedied. Henceforth, let both mind and body receive their due share of attention." The subject was referred to a Special Committee, with permission to report in print. The report submitted by this Committee was brief, but elaborate, and to the point. It said to the Board, "Your Committee concur, in the main, with the views of the Superintendent as to the deficiency in health and bodily vigor of the children and youth among us. Those persons who have never travelled, and who have never made the subject a study, are not fully aware of this physical degeneracy, because they have no standard of comparison. As a proof of its existence, however, it may be remarked that foreigners, on their arrival in America, are struck with the predominance of sallow, thin, unhealthful countenances, while on the other hand, the American, on his first visit to England, is surprised at precisely the opposite phenomenon, — the ruddy and healthful countenances being in the majority."

The Committee concluded their important report by recommending the appointment of a Standing Committee on Physical Training, with authority to appoint and nominate to the Board a suitably qualified person to aid and instruct the teachers in the training of their pupils in physical exercises, the time devoted to such exercises not to exceed half an hour each half day, nor to be less than a quarter of an hour.

About four years elapsed before action was taken on the recommendation of the report. In the mean

time the subject was much discussed by members of the Committee, by teachers, parents, and the press. In my report, which immediately followed that of the Special Committee, attention to the subject was again invoked. I said: "Every day's experience in the schools deepens my conviction of the imperative necessity of making physical training a part of our school culture. This necessity is increased just in proportion to the perfection of the arrangements of the system, with a view to the highest intellectual results. The very completeness of our system in other respects is what makes it liable to injure the health, or, at least, to prevent the proper physical development of the pupils."

In the next and succeeding reports the topic was repeatedly discussed. Such language as the following was used: "The proposed reform in physical education is, in my opinion, as important as any which has been attempted since the origin of our system of schools. As long as it is deferred, we are losing a great part of the benefit which we might otherwise derive from our noble system of popular education. If we do not provide for it, our children must suffer for our neglect." The Committee on the Annual Report for 1861 earnestly advocated the proposed reform. At length, after four years of agitation and discussion, the first effective step was taken to remedy the evil complained of, by instituting the proposed Standing Committee. But its function was made to include *vocal* as well as *physical* training. An excellent instructor—Prof. Monroe—was appointed to instruct the teachers in

these two branches of education. It was not long before he felt his salary to be inadequate. Instead of raising it, however, he was allowed a portion of his time for private instruction. At length the time of his employment in the school service was reduced to three months in the year; and finally, at his request, it was discontinued altogether. His services were extremely valuable. I know of no money that has been expended to better purpose for the improvement of our schools. Still it must be owned that he did not accomplish so much in the improvement of the hygiene of the schools, as in promoting good reading and vocal training. One of the valuable results of his labors was the production of an excellent Manual of vocal and physical training, which was put into the hands of the teachers, at the expense of the city. The system of vocal culture introduced is no doubt in itself highly beneficial in a hygienic point of view, as it requires breathing exercises, and such gymnastic training as is especially adapted for the development and strengthening of the muscles which effective vocal utterance bring into play.

In reviewing what has been done during the past twelve years for the improvement of the physical well-being of the pupils in our schools, I am glad to be able to say that some progress has been made. The vigorous and effective system of military drill provided for all the boys in our High Schools, has in my judgment been of incalculable advantage; and its moral results have been no less valuable than its physical effects. It is good both for those who command and those who obey. A gain in the score of

health has been made by excluding from the Primary Schools children between four and five years of age. Another gain in favor of hygiene has been made in limiting the afternoon sessions of the schools to two hours. School accommodations have been improved. The average size of the school-rooms has been increased, while the average number of pupils to a room has decreased. The teachers take more pains than formerly to ventilate their rooms, without exposing their pupils to cold draughts of air. The Saturday session of the Girls' High and Normal School has been discontinued. By these and other means the average physical condition of the pupils in our schools has been improved.

Still I feel bound to say, and to say with emphasis, that there is still great room for improvement in physical culture. *We ought to aim, not merely TO AVOID INJURING the health of pupils while carrying on their instruction in our schools, but TO INCREASE their physical health, strength and beauty.* I dare call that system of education a failure which sends out into the world, to fight the battles of life, its finished graduates, with narrow shoulders, flat chests, crooked spines, pale faces, weak muscles, and low vital energy. You may say that the exigencies of modern society demand some sacrifice of physical health and strength to intellectual attainments. For one I deny the soundness of this doctrine altogether. Complete physical health and development is essential to the truest and best intellectual results of education.

I would not in the slightest degree underrate the value of what has been done in the interest of the physical well-being of the pupils of our schools. I see better

looking countenances in all grades of our schools than I used to see, and I greatly rejoice at the sight. I see handsomer young men and young women in our High Schools, because I see broader shoulders, straighter spines and fresher faces. The spectacle gives me more hope for the future of the race. But when I consider the still existing errors, defects and shortcomings, in respect to the physical education of our children, I feel compelled to say that I think that all we have done in the interest of school hygiene during the past twelve years, is far, very far, from being what we can safely accept as a satisfactory finality. It is in truth only a *beginning* of the vast work yet to be accomplished in this direction, if we mean to make our system of education a complete success.

Our boys receive less physical injury from their schooling than our girls. Nature helps the boy more. The boy manages to get some wholesome play. But the poor girl is easily crushed under the terrible weight of school lessons. Her strong love of approbation, given to her for a wise purpose, is easily made to work her physical ruin by the machinery of examinations. Therefore, if we have no compassion for the care of the boys, let us not disregard the physical well-being of our girls. While writing this, one of the victims of neglected school hygiene has revealed to me, in answer to inquiries, the process by which she has been deprived of the blessing of health, while preparing herself to earn a livelihood by teaching. The dear girl never suspected the aim of my questions, or the cause of her physical weakness. She seemed to be even grateful to her teachers, in the

belief that they had made thorough work with her instruction. "Thorough work" indeed! O *Thoroughness*, what educational crimes have been committed in thy name! When shall we learn the true and right idea of thoroughness? For my part, if I must choose between what generally goes by the name of thoroughness, but is really for the most part cramming, and rosy health, give me the latter. I am willing to confess that my feeling on this subject is deep and strong, and if I were to take counsel of my feelings, I should write much about it. But reason tells me that I must try to be moderate, for if it is once imagined that I feel more than I reason on this subject, my influence in regard to it is at once weakened. But let me just remark *that my deep feeling in regard to this matter has come through the protracted exercise of reason and observation.* I am convinced that our girls must have a better physical education, if they are to be successful and happy women, no matter what may be their destination. Some will say that I am pleading for idleness. Be it so. I do not hesitate to tell any mother in Boston that, in the present state of things, the head of a class in school is not a very safe or desirable place for a girl to occupy.

In conclusion, I would urge two items of immediate reform, in view of this matter: first, that the *rules in regard to home lessons be rigidly enforced; and second that our High School girls shall no longer be seen carrying home daily for study large bundles of class-books.* Respectfully submitted,

JOHN D. PHILBRICK,
Superintendent of Public Schools.

SEPTEMBER, 1872.

STATISTICS

ACCOMPANYING THE SEMI-ANNUAL REPORTS OF THE SUPERINTENDENT
OF SCHOOLS FOR THE SCHOOL YEAR

1871-1872.

STATISTICS OF THE SCHOOLS.

TEACHERS.

Tables showing the number of teachers of each sex, in the different grades of schools, August 31, 1872.

REGULAR TEACHERS.

SCHOOLS.	Males.	Females.	Total.
Latin School	11	. . .	11
English High School	17	. . .	17
Girls' High and Normal School	1	23	24
Highlands High School	1	5	6
Dorchester High School	1	4	5
Grammar Schools	66	398	464
Primary Schools . . . . .	. . .	335	335
Licensed Minors' School . . . . .	. . .	2	2
Deaf-Mute School . . . . .	. . .	3	3
Evening Drawing-School	9	. . .	9
Evening Schools	23	63	86
Kindergarten School . . . . .	. . .	1	1
Totals	129	834	963

SPECIAL TEACHERS.

SCHOOLS.	Males.	Females.	Total.
Vocal and Physical Culture: all the Schools	1	. . .	1
Military Drill: Latin, Eng. High and Highlands	1	. . .	1
Drawing: High and Grammar Schools	6	1	7
French: High Schools	3	1	4
German: High Schools	2	. . .	2
Music: High, Grammar and Primary	5	. . .	5
Sewing: Grammar Schools . . . . .	. . .	18	18
Totals	13	20	33

HIGH SCHOOLS.

Abstract of Semi-Annual Returns, January 31, 1872.

SCHOOLS.	Admitted.	Discharged.	Average whole number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Head Masters.	Masters.	Sub-Masters.	H. Assistants.	Assistants.
			Boys.	Girls.	Total.	Boys.	Girls.	Total.							
Latin	60	29	222	. . .	222	216	. .	216	6	97.0	1	10	. . .	. . .	. . .
English High	252	41	541	. . .	541	528	. .	528	13	97.6	1	5	11	. . .	. . .
Girls' High and Normal	399	114	. . .	622	622	. .	580	580	42	93.0	1	. . .	. . .	3	19
Roxbury High	93	20	98	108	206	96	105	201	5	97.0	1	. . .	. . .	1	4
Dorchester High	144	14	60	72	132	57	66	123	9	91.5	1	. . .	. . .	1	3
Totals	948	318	921	802	1723	897	751	1648	75	95.2	5	15	11	5	26

HIGH SCHOOLS.

Abstract of Semi-Annual Returns, August, 1872.

SCHOOLS.	Admitted.	Discharged.	Average whole number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Head Masters.	Masters.	Sub-Masters.	H. Assistants.	Assistants.
			Boys.	Girls.	Total.	Boys.	Girls.	Total.							
Latin	4	42	191	. . .	191	174	. .	174	17	91.0	1	10	. . .	. . .	. . .
English High . . . . .	. .	55	491	. . .	491	477	. .	477	14	97.0	1	5	11	. . .	. . .
Girls' High and Normal	71	151	. . .	558	558	. .	515	515	43	92.0	1	. . .	. . .	3	20
Roxbury High	11	32	91	103	194	86	97	183	11	94.0	1	. . .	. . .	1	4
Dorchester High	139	12	53	70	123	47	61	108	15	89.0	1	. . .	. . .	1	3
Totals	225	202	826	731	1557	784	673	1457	100	92.3	5	15	11	5	27

Number of Boys admitted to the English High School from the Grammar Schools during the years 1844-1872.

Schools.	1844.	1845.	1846.	1847.	1848.	1849.	1850.	1851.	1852.	1853.	1854.	1855.	1856.	1857.	1858.	1859.	1860.	1861.	1862.	1863.	1864.	1865.	1866.	1867.	1868.	1869.	1870.	1871.	1872.
Adams	9	10	10	7	9	9	5	11	11	0	0	0	0	1	2	7	5	3	1	7	2	7	8	4	18	1	11	12	14
Bigelow (Hawes) .	7	4	1	2	5	7	4	3	4	5	6	7	8	9	15	10	9	5	3	6	4	13	13	19	16	21	24	39	32
Boylston	5	5	2	4	4	1	3	0	2	2	1	1	0	0	0	3	4	3	0	2	4	9	2	4	14	2	0	0	9
Brimmer	1	2	3	7	4	10	11	5	11	8	10	16	10	19	13	19	25	19	18	18	15	28	24	33	27	21	24	29	27
Chapman . . . . .	..	..	..	..	..	0	0	3	1	3	3	3	2	1	3	2	5	5	1	3	6	3	4	12	17	9	14	8	6
Dwight	0	0	0	1	4	2	3	4	3	4	3	3	5	1	7	5	9	13	20	14	45	34	35	33	23	27	38	35	62
Elliot	8	9	6	9	2	6	2	0	4	9	9	9	7	8	4	3	4	4	3	8	6	8	13	8	9	20	11	14	21
Latin	0	1	2	5	4	0	0	0	4	3	5	5	2	8	2	1	6	6	6	2	4	3	3	2	3	1	7	2	2
Lawrence . . . . .	..	..	..	..	..	..	..	..	..	..	..	..	0	0	0	6	4	2	5	1	2	1	7	5	6	14	18	21	22
Lincoln . . . . .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	0	6	3	4	3	6	3	8	5	17	15	18	23	24
Lyman	0	3	5	4	..	6	1	2	0	4	3	2	1	0	0	2	2	2	0	0	0	1	5	7	6	6	7	11	10
Mayhew	7	9	3	4	8	6	11	8	11	14	7	3	6	13	6	9	7	6	5	6	9	8	15	11	7	10	5	9	12
Phillips	0	4	10	10	12	8	9	7	7	7	6	6	3	5	8	7	9	9	13	2	13	7	13	7	9	10	10	16	15
Prescott . . . . .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	9	6	7	14	19
Quincy . . . . .	..	..	..	0	2	3	10	8	11	12	4	11	8	18	14	8	9	6	8	11	7	16	16	10	12	12	15	7	18
Rice . . . . .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	10	18	26	35	50	

GRAMMAR SCHOOLS.

Abstract of Semi-Annual Returns, January 31, 1872.

SCHOOLS.	Admitted.	Discharged.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	Ushers.	H. Assistants.	Assistants.	Sew'g Teachers.
			Boys.	Girls.	Total.	Boys.	Girls.	Total.								
Adams	236	295	335	197	532	312	186	498	34	94.1	1	1	.	4	6	.
Bigelow	145	115	887	.	887	846	.	846	41	95.4	1	2	1	2	14	.
Bowditch	290	313	.	533	533	.	509	509	24	95.4	1	.	.	4	9	1
Bowdoin	275	332	.	494	494	.	464	464	30	93.0	1	.	.	3	8	1
Boylston	227	199	193	207	400	183	188	371	29	92.3	1	1	.	4	5	1
Brimmer	254	200	638	.	638	606	.	606	32	94.9	1	1	1	2	11	.
Chapman	343	286	306	262	568	288	248	536	32	95.0	1	1	.	4	6	.
Comins	191	177	423	385	808	398	361	759	49	94.0	1	1	.	5	10	1
Dearborn	383	358	364	350	714	338	324	662	52	93.0	1	1	.	4	16	1
Dorchester Dis't.	433	258	534	541	1,075	490	483	973	102	87.0	7	.	.	4	22	1
Dudley	191	131	.	258	258	.	239	239	19	93.0	*1	.	.	2	4	1
Dwight	128	53	599	.	599	581	.	581	18	96.6	1	1	1	2	8	.
Eliot	345	313	742	.	742	707	.	707	35	95.0	1	1	1	2	11	.
Everett	675	237	.	684	684	.	655	655	29	95.7	1	.	.	4	10	1
Franklin	638	353	.	652	652	.	608	608	44	93.3	1	.	.	4	10	1
Hancock	414	383	.	873	873	.	830	830	43	95.0	1	.	.	5	13	1
Lawrence	360	291	858	.	858	834	.	834	24	97.2	1	1	2	2	12	.
Lewis	264	181	294	267	561	279	252	531	30	94.0	1	1	.	3	7	1
Lincoln	203	183	455	319	774	428	299	727	47	93.0	1	1	.	4	9	1
Lyman	189	142	320	178	498	301	169	470	28	94.3	1	1	.	3	7	1
Mayhew	231	240	468	.	468	442	.	442	26	94.0	1	1	1	2	8	.
Norcross	333	301	.	687	687	.	667	667	20	97.0	1	.	.	3	11	1
Phillips	143	87	551	.	551	492	.	492	59	89.8	1	1	1	2	8	.
Prescott	571	287	325	284	609	305	267	572	37	94.0	1	1	.	4	7	.
Quincy	249	253	603	.	609	584	.	584	25	95.8	1	1	1	2	9	.
Rice	574	244	618	.	618	594	.	594	24	96.2	1	1	1	2	10	.
Sherwin	222	220	446	354	800	421	331	752	48	93.5	1	1	.	3	13	1
Shurtleff	282	229	.	664	664	.	618	618	46	93.0	1	.	.	4	9	1
Washington . . .	69	59	243	.	243	228	.	228	15	94.0	1	.	.	2	4	.
Wells	231	218	.	451	451	.	430	430	21	95.0	1	.	.	3	7	1
Winthrop	897	594	.	757	757	.	688	688	69	90.8	1	.	.	5	12	1
Totals	9986	7422	12,208	9,397	19,605	9657	8816	18,473	1132	93.0	37	20	10	99	290	18

* Female Principal.

GRAMMAR SCHOOLS.

Abstract of Semi-Annual Returns, August, 1872.

SCHOOLS.	Admitted.	Discharged.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	Ushers.	H. Assistants.	Assistants.	Sew'g Teachers.
			Boys.	Girls.	Total.	Boys.	Girls.	Total.								
Adams	135	219	346	193	539	316	182	498	41	92.1	1	1		4	6	.
Bigelow	126	294	900		900	851		851	49	94.8	1	2	1	2	14	.
Bowditch . . .	248	314		518	518		489	489	29	94.4	1			4	9	1
Bowdoin	158	217		511	511		470	470	41	91.0	1			3	8	1
Boylston	157	187	209	205	414	194	185	379	35	91.1	1			1	9	1
Brimmer	213	337	649		649	612		612	37	94.2	1	1	1	2	11	.
Chapman	79	58	301	275	576	281	257	538	38	93.0	1	1		4	7	.
Comins	168	230	432	412	844	401	382	783	61	93.0	1	1		5	11	1
Dearborn	351	355	397	374	771	361	340	701	70	91.0	1	1		4	11	1
Dorchester Dis't.	381	459	554	556	1,110	500	482	982	128	87.0	7			7	19	1
Dudley	123	188		269	269		249	249	20	92.0	*1			2	4	1
Dwight	82	79	622		622	595		595	27	95.3	1	1	1	2	8	.
Eliot	206	335	787		787	742		742	45	94.2	1	1	1	2	11	.
Everett	142	344		681	681		647	647	34	94.9	1			4	10	1
Franklin	327	600		622	622		572	572	50	92.0	1			4	10	1
Hancock	315	388		874	874		825	825	49	94.4	1			5	13	1
Lawrence	389	452	875		875	838		838	37	96.0	1	1	2	2	12	.
Lewis	312	309	390	269	589	300	259	550	39	93.2	1	1		3	8	1
Lincoln	124	76	458	314	772	430	289	719	53	93.0	1	1		4	12	1
Lyman	90	179	307	160	467	282	149	431	36	92.0	1	1		3	7	1
Mayhew	181	269	475		475	436		436	39	91.0	1	1	1	2	8	.
Norcross	252	316		695	695		667	667	28	96.0	1			3	11	1
Phillips	56	114	581		581	521		521	60	89.4	1	1	1	2	8	.
Prescott	266	294	324	287	611	301	263	564	47	91.0	1	1		4	8	.
Quincy	179	250	601		601	573		573	28	95.3	1	1	1	2	0	.
Rice	204	547	639		639	602		602	37	94.0	1	1	1	2	10	.
Sherwin	506	510	445	354	799	422	228	750	49	93.7	1	1		4	11	1
Shurtleff	311	422		662	662		604	604	58	91.0	1			4	10	1
Washington . .	47	38	256		256	241		241	15	94.2	1			2	4	.
Wells	208	366		444	444		419	419	25	94.0	1			3	7	1
Winthrop . . .	490	714		761	761		679	679	82	89.0	1			5	12	1
Totals	6886	9560	10,478	9436	19,914	9799	8728	18,527	1287	92.8	37	19	10	100	298	18

* Female Principal.

GRAMMAR SCHOOLS.

Table showing the number of Pupils in each Class, the number of the different ages, and the whole number in each Grammar School. January 31, 1872.

SCHOOLS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole number.	Under 8 years.	Between 8 and 10 years.	Between 10 and 12 years.	Between 12 and 14 years.	Between 14 and 15 years.	Over 15 years.
Adams . . .	53	81	102	98	100	95	534	1	58	178	174	88	35
Bigelow . .	46	72	123	148	255	256	900	2	176	313	276	86	47
Bowditch . .	36	86	45	44	141	164	516	0	104	175	173	37	27
Bowdoin . .	46	103	96	101	75	92	513	1	70	150	176	54	62
Boylston . .	19	41	43	85	86	127	401	2	68	179	108	32	12
Brimmer . .	44	83	128	128	125	144	652	2	124	201	211	65	49
Chapman . .	24	55	111	120	128	142	580	4	99	160	184	91	42
Comins . . .	46	66	85	103	255	250	805	5	139	303	258	61	39
Dearborn . .	79	84	83	94	161	201	695	0	58	244	251	89	53
Dorch. Dist.	99	150	188	177	308	219	1141	6	140	375	384	141	95
Dudley . . .	34	23	54	33	45	62	251	1	43	81	75	30	21
Dwight . . .	49	96	101	99	103	166	614	1	90	207	190	64	62
Elliot	41	92	101	97	206	198	735	6	157	267	232	50	23
Everett . . .	47	103	104	133	148	160	695	1	73	205	212	121	83
Franklin . .	36	101	99	90	135	198	659	0	79	195	234	68	83
Hancock . . .	32	51	193	196	175	200	847	7	176	335	253	49	27
Lawrence . .	48	98	90	178	196	242	852	9	178	319	263	60	23
Lewis	59	111	110	111	106	59	556	2	64	201	170	62	57
Lincoln . . .	88	106	104	158	171	165	792	2	109	302	244	82	53
Lyman	45	62	64	74	109	136	490	1	65	162	171	60	31
Mayhew . . .	75	47	42	59	109	122	454	1	108	144	133	41	27
Norcross . .	45	78	103	101	157	187	671	3	106	249	209	70	34
Phillips . . .	38	49	158	103	101	143	592	0	98	278	163	34	19
Prescott . . .	37	50	102	103	104	216	612	1	93	197	192	81	48
Quincy . . .	39	87	83	94	148	145	596	6	120	203	217	35	15
Rice	35	58	119	78	184	157	631	1	104	227	203	64	32
Sherwin . . .	61	94	92	86	171	241	745	3	121	251	240	93	37
Shurtleff . .	45	51	106	102	204	148	656	2	129	228	195	55	47
Washington .	32	34	47	41	39	50	243	2	54	60	76	31	20
Wells	20	50	35	108	91	138	442	1	58	133	145	58	47
Winthrop . .	52	87	85	131	155	252	762	3	103	225	228	100	93
Total	1448	2349	2996	3273	4491	5075	19,632	76	3164	6747	6250	2052	1348

GRAMMAR SCHOOLS.

Table showing the number of Pupils in each Class, the number of the different ages, and the whole number in each Grammar School, July, 1872.

SCHOOLS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole number.	Under 8 years.	Between 8 and 10 years.	Between 10 and 12 years.	Between 12 and 14 years.	Between 14 and 15 years.	Over 15 years.
Adams . . .	45	59	77	79	77	98	435	1	81	134	150	35	34
Bigelow . .	40	65	121	126	227	245	824	4	165	284	251	74	46
Bowditch .	33	69	34	36	106	170	448	2	94	145	135	42	30
Bowdoin . .	41	87	86	89	94	97	494	4	67	140	162	54	67
Boylston . .	19	29	42	79	77	123	371	4	75	143	114	21	14
Brimmer . .	38	70	76	105	110	111	510	6	96	185	133	48	42
Chapman .	47	22	104	118	126	184	601	6	129	178	123	114	51
Comins . .	46	74	144	176	210	97	747	3	136	285	235	54	34
Dearborn .	61	83	89	78	138	244	691	3	99	225	233	70	61
Dorch. Dist.	91	138	180	185	296	264	1160	6	157	364	400	136	97
Dudley . .	15	25	17	25	37	57	176	1	52	53	34	27	9
Dwight . .	45	69	80	73	84	118	469	0	62	161	138	52	56
Eliot . . .	37	77	81	81	191	199	666	8	170	241	185	40	22
Everett . .	40	82	75	110	86	100	493	1	81	142	122	115	32
Franklin . .	33	63	46	47	70	127	386	0	45	108	121	46	60
Hancock . .	30	42	153	162	190	197	774	34	160	295	202	51	32
Lawrence .	40	85	92	174	196	202	789	7	162	304	227	69	20
Lewis . . .	50	97	100	107	103	112	569	4	78	193	167	77	50
Lincoln . .	75	83	83	137	145	239	762	5	140	262	208	105	42
Lyman . .	33	44	46	64	97	117	401	0	60	117	153	46	25
Mayhew . .	50	27	30	45	99	115	366	5	80	126	113	26	16
Norcross . .	42	73	85	84	133	190	607	0	113	202	202	51	39
Phillips . .	33	42	136	109	97	116	533	1	117	163	151	64	37
Prescott . .	35	42	80	93	89	253	583	1	130	173	154	79	46
Quincy . .	35	55	85	80	130	138	523	4	118	187	163	37	14
Rice . . .	26	10	25	58	59	112	290	3	106	61	67	40	13
Sherwin . .	55	73	82	89	188	246	733	2	118	285	227	58	43
Shurtleff . .	40	47	88	85	175	180	615	2	141	194	161	63	54
Washington	25	35	48	43	45	58	254	3	48	80	86	24	13
Wells . . .	33	17	28	48	56	112	294	3	42	95	79	39	36
Winthrop .	52	49	62	75	104	196	538	3	99	162	155	56	63
Total . .	1285	1833	2481	2858	3826	4819	17,102	125	3221	5687	5051	1813	1204

GRAMMAR SCHOOLS. — DORCHESTER.

Abstract of Semi-Annual Returns, January 31, 1873.

SCHOOLS.	Admitted.	Discharged.	Average whole number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Assistants.	Sewing Teachers.
			Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Atherton	5	1	21	12	33	19	8	27	6	80.0	*1	..	..
Everett.....	34	32	98	95	193	89	84	173	20	89.4	1	4	..
Gibson	49	18	55	59	114	51	52	103	11	90.6	1	3	..
Harris.....	99	48	79	93	172	72	85	157	15	91.3	1	4	.
Mather.....	149	84	109	105	214	97	95	192	22	89.0	1	5	..
Minot	35	37	65	68	133	60	61	121	12	91.0	1	3	..
Stoughton ...	40	7	62	69	131	59	62	121	10	91.9	1	4	..
Tileston.....	22	21	45	40	85	43	36	79	6	93.0	1	2	..
Totals.....	433	248	534	541	1075	490	483	973	102	87.0	8	25	25

* Female Principal.

Abstract of Semi-Annual Returns, August, 1872.

SCHOOLS.	Admitted.	Discharged.	Average whole number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Assistants.	Sewing Teachers.
			Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Atherton	3	7	26	17	43	21	12	33	10	76.	*1	..	..
Everett.....	47	33	96	86	182	87	73	160	22	85.	1	4	..
Gibson	18	25	57	54	111	51	47	98	13	88.	1	3	..
Harris	117	132	88	110	198	80	98	178	20	90.	1	4	..
Mather.....	105	148	117	110	227	105	95	200	27	88.	1	5	1
Minot	64	56	64	61	125	58	51	109	16	89.	1	3	..
Stoughton ...	2	18	64	81	145	59	73	132	13	87.	1	4	..
Tileston.....	25	40	42	37	79	39	33	72	7	91.	1	2	..
Totals.....	381	459	554	556	1110	500	482	982	128	87.	8	25	1

* Female Principal.

GRAMMAR SCHOOLS.—DORCHESTER.

Table showing the number of Pupils in each Class, the number of the different ages, and the whole number in each Grammar School, January 31, 1872.

SCHOOLS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole No. Jan. 31, 1872.	Under 8 y'rs.	Between 8 and 10 years.	Between 10 and 12 years.	Between 12 and 14 years.	Between 14 and 15 years.	Over 15 y'rs.
Everett ..	12	27	50	22	52	32	195	1	27	67	67	21	12
Gibson* ..	9	13	26	36	41	29	154	..	18	45	49	24	18
Harris	21	29	22	37	52	52	213	1	37	78	52	28	17
Mather ...	16	32	40	21	74	49	232	1	35	71	90	21	14
Minot	8	19	13	26	46	21	133	..	8	49	48	13	15
Stoughton	18	23	22	20	22	26	131	..	2	40	54	22	13
Tileston ..	15	7	15	15	21	10	83	3	13	25	24	12	6
Totals..	99	150	188	177	308	219	1141	6	140	375	384	141	95

* Grammar class of Atherton reckoned with the Gibson.

GRAMMAR SCHOOLS.—DORCHESTER.

Table showing the number of Pupils in each Class, the number of the different ages, and the whole number in each Grammar School, August, 1872.

SCHOOLS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole No. Jan. 31, 1872.	Under 8 y'rs.	Between 8 and 10 years.	Between 10 and 12 years.	Between 12 and 14 years.	Between 14 and 15 years.	Over 15 y'rs.
Everett ..	16	28	49	30	51	35	209	..	42	71	57	26	13
Gibson* ..	5	15	20	35	36	41	152	..	16	47	49	21	19
Harris ...	20	22	33	27	30	68	200	1	42	72	57	14	14
Mather ...	16	32	33	23	95	42	241	3	28	70	93	27	20
Minot	14	12	25	17	45	28	141	1	15	50	52	17	6
Stoughton	14	23	20	37	24	21	139	..	2	36	62	22	17
Tileston ..	6	6	6	16	15	29	78	1	12	18	30	9	8
Totals..	91	138	186	185	296	264	1160	6	157	364	400	136	97

* Grammar class of Atherton reckoned with the Gibson.

Ages of Pupils in each of the Grammar Schools, March 1, 1872.

SCHOOLS.	Boys.										Girls.										TOTAL.				
	Less than eight years.	Eight years of age.	Nine years of age.	Ten years of age.	Eleven years of age.	Twelve years of age.	Thirteen years of age.	Fourteen years of age.	Fifteen years of age.	Sixteen years of age.	More than sixteen years.	Less than eight years.	Eight years of age.	Nine years of age.	Ten years of age.	Eleven years of age.	Twelve years of age.	Thirteen years of age.	Fourteen years of age.	Fifteen years of age.	Sixteen years of age.	More than sixteen years.	Boys.	Girls.	Total.
Adams	1	17	29	64	57	60	63	49	17	2	3	3	16	18	26	28	30	37	22	21	5	6	359	212	571
Bigelow	11	81	132	167	157	168	121	79	41	14	5	1	40	81	84	98	87	88	35	21	9	2	976	548	548
Bowditch	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Bowdoin	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Boylston	4	21	26	34	52	33	20	17	5	3	1	3	17	33	44	53	30	23	14	7	1	1	222	224	446
Brimmer	6	49	93	95	122	116	90	64	39	8	12	1	1	1	1	1	1	1	1	1	1	1	694	1	694
Chapman	6	17	36	56	50	61	54	29	25	1	1	1	25	38	38	35	39	37	43	20	13	1	335	289	624
Comins	4	14	46	87	85	82	65	55	31	12	2	1	25	43	77	79	98	57	34	26	11	1	483	451	934
Dearborn	1	12	40	72	84	72	69	38	14	6	2	2	15	42	67	58	71	57	50	16	7	5	410	390	800
Dorchester District	4	16	51	77	99	109	102	64	50	14	1	4	14	57	102	92	102	86	91	51	3	3	537	611	1,198
Dudley	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Dwight	6	20	87	88	103	103	113	67	46	16	3	2	25	36	42	47	39	43	29	18	7	2	652	250	290
Ellet	15	80	143	142	148	133	97	46	21	3	3	1	1	1	1	1	1	1	1	1	1	1	824	1	824

Everett	17	71	136	172	165	155	125	69	23	4	1	26	74	114	85	92	107	94	69	33	12	710	730	
Franklin											5	20	82	85	103	117	103	80	60	19	8	682	682	
Hancock										23	79	142	165	179	138	110	54	28	7	1	926	926		
Lawrence																						937	937	
Lewis	4	17	50	48	65	54	44	29	18	11	4	8	21	35	49	43	53	37	25	8	3	240	626	
Lincoln	3	33	57	75	104	74	47	49	24	1	2	14	34	56	61	66	58	36	21	6	5	468	827	
Lyman	1	17	41	52	54	78	54	38	12			2	19	20	32	25	27	22	18	7	1	347	520	
Mayhew	7	39	75	72	81	89	80	51	25	6	1											526	526	
Norcross											6	49	83	125	121	139	90	73	33	6	1	726	726	
Phillips		31	70	107	99	110	124	42	31	7												621	621	
Prescott	1	23	41	62	57	74	39	37	18	5	1	16	32	50	45	49	52	31	25	9	1	358	609	
Quincy	9	50	88	106	95	125	107	37	16	1												634	634	
Rice	6	26	85	124	122	108	99	76	25	9	2											682	682	
Sherwin	7	23	71	84	87	89	57	42	17	4	5	21	34	72	77	72	50	41	14	6	2	394	875	
Shurtleff											4	49	85	121	130	109	104	62	37	22	1	724	724	
Washington	3	29	45	32	36	30	41	29	17	6												271	271	
Wells											6	27	53	71	66	77	76	57	26	13	2	474	474	
Winthrop											8	44	95	128	122	128	117	109	69	23	14	857	857	
Totals	116	636	1,442	1,816	1,922	1,916	1,620	1,007	515	133	94	91	559	1,105	1,403	1,643	1,458	1,076	643	943	73	11,207	10,185	21,392

Ages of Pupils in each of the Grammar Schools, Dorchester, March 1, 1872.

SCHOOLS.	Boys.										Girls.										TOTAL.					
																					Boys.	Girls.	Total.			
	Less than eight years.	Eight years of age.	Nine years of age.	Ten years of age.	Eleven years of age.	Twelve years of age.	Thirteen years of age.	Fourteen years of age.	Fifteen years of age.	Sixteen years of age.	More than sixteen years.	Less than eight years.	Eight years of age.	Nine years of age.	Ten years of age.	Eleven years of age.	Twelve years of age.	Thirteen years of age.	Fourteen years of age.	Fifteen years of age.				Sixteen years of age.	More than sixteen years.	
Everet	1	9	13	14	23	18	11	7	1	1	1	1	7	16	15	13	13	13	13	7	1	1	1	97	85	182
Gibson*	2	14	13	10	11	17	9	7	5	1	1	1	2	5	12	15	7	15	12	6	2	1	1	83	77	165
Harris	1	3	12	14	18	9	12	12	2	1	1	1	2	15	22	12	14	15	17	14	4	1	1	96	116	212
Mather	2	7	8	16	24	26	12	9	1	1	3	4	14	15	16	26	12	19	10	10	1	1	1	127	119	246
Minot	1	2	5	7	14	12	10	6	5	2	1	1	9	17	23	10	18	8	0	1	1	1	1	04	94	158
Sloughton	1	1	9	13	16	14	8	8	1	1	1	1	2	16	10	20	9	16	6	1	1	1	1	70	81	151
Tilston	1	2	6	10	7	8	6	2	3	1	1	5	5	4	1	12	4	6	2	2	1	1	1	45	39	84
Totals	4	10	51	77	99	109	102	64	50	14	1	4	14	57	102	92	102	86	91	51	9	3	3	537	611	1,198

* Grammar class of Atherton reckoned with the Gibson.

Table showing the number of Pupils sent to the High Schools, by each Grammar School, July, 1871.

SCHOOLS.	Latin School.	English High School.	Girls' High and Normal Schl.	Highlands High School.	Dorchester High School.	Totals.
Adams	5	12	14	...	...	31
Bigelow . . . . .	...	39	...	...	...	39
Bowditch . . . . .	...	...	4	...	...	4
Bowdoin . . . . .	...	...	15	...	...	15
Boylston . . . . .	...	...	...	...	...	...
Brimmer	2	29	...	...	...	31
Chapman	1	8	11	...	...	20
Comins . . . . .	...	...	9	16	...	25
Dearborn . . . . .	...	...	1	22	...	23
Dorchester District . . .	1	...	17	...	54	72
Dudley . . . . .	...	...	8	14	...	22
Dwight	10	35	...	1	...	46
Eliot	1	14	...	...	...	15
Everett . . . . .	...	...	39	1	...	40
Franklin . . . . .	...	...	27	...	...	27
Hancock . . . . .	...	...	19	...	...	19
Lawrence	3	24	...	...	...	27
Lewis . . . . .	...	...	6	31	...	37
Lincoln	5	23	17	...	...	45
Lyman	2	11	7	...	...	20
Mayhew	1	9	...	...	...	10
Norcross . . . . .	...	...	20	...	...	20
Phillips	6	16	...	...	...	22
Prescott . . . . .	...	14	8	...	...	22
Quincy	1	7	...	...	...	8
Rice	2	35	...	1	...	38
Sherwin . . . . .	...	...	...	...	...	...
Shurtleff . . . . .	...	...	29	...	...	29
Washington . . . . .	...	...	...	12	...	12
Wells . . . . .	...	...	9	...	...	9
Winthrop . . . . .	...	...	30	...	...	30
Total	40	276	290	98	54	758

Table showing the number of Pupils admitted to the High Schools, whether they joined or not, by each Grammar School, July, 1872.

SCHOOLS.	Latin School.	English High School.	Girls' High and Normal Schl.	Highlands High School.	Dorchester High School.	Totals.
Adams	2	14	24	...	...	40
Bigelow . . . . .	...	32	...	1	...	33
Bowditch . . . . .	...	...	8	...	...	8
Bowdoin . . . . .	...	...	21	...	...	21
Boylston . . . . .	...	9	9	...	...	18
Brammer	2	27	...	...	...	29
Chapman . . . . .	...	6	19	...	...	25
Comins	1	...	16	26	...	43
Dearborn . . . . .	...	...	5	23	...	28
Dorchester District . . .	3	...	14	...	46	63
Dudley . . . . .	...	...	3	9	...	12
Dwight	5	62	...	2	...	69
Eliot	1	21	...	...	...	22
Everett . . . . .	...	...	33	...	...	33
Franklin . . . . .	...	...	29	...	...	29
Hancock . . . . .	...	...	20	...	...	20
Lawrence	1	22	...	...	...	23
Lewis . . . . .	...	...	6	26	...	32
Lincoln . . . . .	...	24	17	...	...	41
Lyman	1	10	11	...	...	22
Mayhew	1	12	...	...	...	13
Norcross . . . . .	...	...	40	...	...	40
Phillips	7	15	...	...	...	22
Prescott	2	19	10	...	...	31
Quincy . . . . .	...	18	...	...	...	18
Rice	3	50	...	...	...	53
Sherwin . . . . .	...	...	3	7	...	10
Shurtleff . . . . .	...	...	32	...	...	32
Washington . . . . .	...	...	...	8	...	8
Wells . . . . .	...	...	9	...	...	9
Winthrop . . . . .	...	...	22	...	...	22
Total	29	341	351	102	46	879

PRIMARY SCHOOLS.

Abstract of Semi-Annual Returns, January 31, 1872.

DISTRICTS.	Schools.	Average whole number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Between 5 and 8 yrs.	Over 8 yrs.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Adams	9	295	120	415	271	107	378	37	89.1	210	191	401
Blgelow	14	368	274	642	344	248	592	50	90.6	368	227	595
Bowditch . . .	10	189	206	395	175	185	360	35	91.9	236	153	389
Bowdoin . . .	11	226	250	476	205	220	425	51	83.5	277	228	505
Boylston . . .	6	156	152	308	145	140	285	23	92.5	208	97	305
Brimmer . . .	12	234	217	451	215	198	413	38	91.8	300	160	460
Chapman . . .	10	286	152	438	263	132	395	43	90.1	289	153	442
Comins	17	437	394	831	396	341	737	94	86.7	466	345	811
Dearborn . . .	17	432	393	825	390	339	729	96	88.0	441	386	827
Dorchester . .	20	454	434	888	399	371	770	118	89.6	476	420	896
Dwight	6	131	132	263	121	121	242	21	91.2	176	95	271
Eliot	16	447	302	749	417	279	696	53	93.0	495	252	747
Everett	10	291	242	533	271	227	498	35	92.3	291	264	555
Franklin . . .	6	165	165	330	153	154	307	23	92.3	191	147	338
Hancock . . .	19	403	477	880	384	440	824	56	93.0	600	266	866
Lawrence . . .	12	574	. .	574	543	. .	543	31	94.5	308	251	559
Lewis	10	275	215	490	248	186	434	56	88.3	270	224	494
Lincoln	11	340	228	568	316	205	521	47	91.0	307	272	579
Lyman	7	207	99	306	192	91	283	24	91.6	178	123	301
Mayhew	7	194	95	289	174	81	255	34	88.2	136	170	306
Norcross . . .	14	182	428	610	177	410	587	23	96.7	350	264	614
Phillips	7	159	110	269	142	99	241	28	88.4	150	129	288
Prescott	9	235	201	436	218	180	398	38	91.1	233	208	441
Quincy	11	233	208	441	213	187	400	41	90.0	279	153	432
Rice	10	184	172	356	168	154	322	34	89.4	200	175	375
Sherwin	12	300	272	572	278	248	526	46	91.9	376	203	579
Shurtleff . . .	12	340	289	629	313	258	571	58	90.0	423	209	632
Washington . .	7	160	145	305	145	129	274	31	89.8	215	99	314
Wells	12	252	262	514	235	239	474	40	92.8	301	239	540
Winthrop . . .	9	170	186	356	155	165	320	36	89.0	248	139	387
Training School	1	38	55	93	36	52	88	5	95.0	72	18	90
Totals	334	8,357	6,875	15,232	7,702	6,186	13,888	1,344	89.2	9,079	6,260	15,339

PRIMARY SCHOOLS.

Abstract of Semi-Annual Returns, August, 1872.

DISTRICTS.	Schools.	Average whole number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Between 5 and 8 yrs.	Over 8 yrs.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Adams	9	282	115	397	259	103	362	35	90.4	233	180	413
Bigelow	13	307	225	532	283	203	486	46	91.1	376	173	549
Bowditch	10	163	169	332	147	151	298	34	88.9	238	113	351
Bowdoin	11	215	225	440	190	197	387	53	86.2	250	171	421
Boylston	7	164	163	327	154	149	303	24	92.5	224	97	321
Brimmer	12	224	191	415	204	171	375	40	89.4	273	148	421
Chapman	10	285	147	432	253	127	380	52	89.5	315	133	448
Comins	16	424	372	796	382	323	705	91	89.1	472	330	802
Dearborn	17	407	351	758	364	294	658	100	86.7	469	339	808
Dorchester	20	441	398	839	385	325	710	129	84.4	527	357	884
Dwight	6	134	117	251	122	105	227	24	90.9	177	98	275
Elliot	16	413	295	708	380	274	654	54	92.0	481	237	718
Everett	10	266	225	491	249	205	454	37	91.3	287	231	518
Franklin	6	136	127	263	127	114	241	22	91.5	145	88	233
Hancock	19	371	431	802	360	389	749	53	92.8	572	262	834
Lawrence	12	507	..	507	484	..	484	23	95.1	333	198	531
Lewis	10	237	200	437	205	170	375	62	85.1	238	189	427
Lincoln	11	319	213	532	289	191	480	52	89.8	329	244	573
Lyman	7	199	101	300	185	91	276	24	91.5	166	138	304
Mayhew	7	181	83	264	158	70	228	36	84.5	172	121	293
Norcross	14	171	402	573	165	381	546	27	95.0	395	239	634
Phillips	7	103	109	212	144	99	243	29	87.6	164	115	279
Prescott	9	215	199	414	192	170	362	52	87.0	261	176	437
Quincy	11	222	181	403	207	161	368	35	89.6	262	141	403
Rice	10	185	200	385	169	184	353	32	90.6	221	124	345
Sherwin	12	285	247	532	261	226	487	45	91.0	357	217	574
Shurtleff	13	319	288	607	288	252	540	67	88.0	384	211	595
Washington	7	158	128	286	141	114	255	31	88.7	210	106	310
Wells	12	234	231	465	218	209	427	38	90.9	323	138	461
Winthrop	9	158	181	339	145	161	306	33	89.6	245	103	348
Training School	2	43	57	100	41	54	95	5	94.0	25	19	44
Totals	335	7,828	6,371	14,199	7,151	5,663	12,814	1,385	89.8	9,174	5,436	14,610

PRIMARY SCHOOLS.

Table showing the number of Pupils in each Class, the number of the different ages, and the whole number in each District, January 31, 1872.

SCHOOLS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole No. July, 1870.	Five years.	Six years.	Seven years.	Eight years.	Nine years and over.
Adams . .	79	59	45	95	40	83	401	53	80	77	69	122
Bigelow . .	104	93	90	82	104	122	595	73	127	168	108	119
Bowditch . .	73	76	50	51	60	79	389	76	76	84	78	75
Bowdoin . .	80	114	68	66	63	114	505	62	113	102	96	132
Boylston . .	45	43	53	50	56	53	305	35	90	83	61	36
Brimmer . .	59	78	92	96	47	88	460	90	104	106	91	69
Chapman . .	60	53	67	67	90	105	442	80	115	94	93	60
Comins . .	107	160	103	151	124	166	811	90	153	218	166	179
Dearborn . .	149	143	121	110	110	194	827	123	157	161	153	233
Dorchester . .	176	200	165	125	108	122	896	113	173	190	181	239
Dwight . .	39	49	50	43	40	50	271	31	62	83	47	48
Eliot . . .	113	120	111	112	105	186	747	119	211	165	116	136
Everett . .	72	97	82	95	99	110	555	64	99	128	118	146
Franklin . .	55	50	59	57	50	53	333	20	73	98	61	86
Hancock . .	118	122	116	175	141	194	866	166	219	215	113	153
Lawrence . .	108	98	95	70	98	90	559	81	129	98	102	149
Lewis . . .	79	79	85	63	91	97	494	55	96	119	110	114
Lincoln . .	87	98	86	94	111	103	579	53	114	140	140	132
Lyman . .	57	52	47	41	50	54	301	33	65	80	60	63
Mayhew . .	68	66	37	48	31	56	306	32	44	60	73	97
Norcross . .	108	92	105	84	99	126	614	90	122	133	130	134
Phillips . .	45	64	40	39	39	61	288	50	55	54	43	86
Prescott . .	63	81	49	66	63	114	441	59	90	84	89	119
Quincy . .	43	76	77	71	61	104	432	74	123	82	78	75
Rice . . .	62	69	46	53	75	70	375	48	61	91	93	82
Sherwin . .	139	163	103	43	55	76	579	103	131	124	108	113
Shurtleff . .	63	103	88	103	101	164	632	81	180	162	121	88
Washington . .	60	64	52	48	46	44	314	37	91	87	56	43
Wells . . .	85	84	94	78	75	124	540	92	137	129	94	88
Winthrop . .	70	49	22	62	87	97	387	56	106	86	81	58
Training . .	. .	18	13	20	18	21	90	45	16	11	14	4
Totals . .	2,466	2,723	2,301	2,363	2,361	3,125	15,839	2,184	3,417	3,517	2,943	3,278

PRIMARY SCHOOLS.

Table showing the number of Pupils in each Class, the number of the different ages, and the whole number in each District, July, 1872.

SCHOOLS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole No. July, 1872.	Five years.	Six years.	Seven years.	Eight years.	Nine years and over.
Adams . .	75	63	88	46	51	90	413	47	107	79	75	105
Bigelow . .	80	92	74	99	96	108	549	95	134	147	106	67
Bowditch . .	79	46	51	60	43	72	351	73	95	70	73	40
Bowdoin . .	76	76	68	55	52	94	421	67	88	95	78	93
Boylston . .	59	51	49	54	53	55	321	38	96	90	33	59
Brimmer . .	67	61	71	71	67	84	421	79	94	100	76	72
Chapman . .	60	50	76	62	82	118	448	75	121	119	74	59
Comins . .	104	145	105	177	101	170	802	99	189	184	175	155
Dearborn . .	139	135	106	104	113	211	808	142	150	177	154	185
Dorchester	200	151	176	108	112	137	884	125	177	215	163	194
Dwight . .	49	58	39	44	40	45	275	47	52	78	52	46
Eliot . . .	103	122	112	114	95	172	718	107	203	171	120	117
Everett . .	76	76	73	93	97	103	518	85	92	110	107	124
Franklin . .	30	33	41	38	42	49	233	22	52	71	54	34
Hancock . .	118	118	103	166	147	182	834	159	207	206	125	137
Lawrence . .	87	82	79	72	111	100	531	86	108	139	113	85
Lewis . . .	81	90	65	62	79	100	477	57	97	134	86	103
Lincoln . .	94	90	95	77	96	121	573	55	117	157	125	119
Lyman . .	61	60	48	40	45	50	304	33	71	62	68	70
Mayhew . .	59	51	31	37	39	76	293	47	72	53	51	70
Norcross . .	110	93	87	81	111	152	634	120	117	158	111	128
Phillips . .	53	54	35	38	26	73	279	49	59	56	40	75
Prescott . .	72	52	67	78	71	97	437	74	78	109	73	103
Quincy . .	71	61	67	55	67	82	403	80	80	102	77	64
Rice	36	64	51	47	41	106	345	74	63	84	70	54
Sherwin . .	118	128	85	65	78	100	574	111	131	115	110	107
Shurtleff . .	94	101	93	94	86	127	595	74	150	160	116	95
Washington	63	54	50	45	41	63	316	59	70	81	63	43
Wells . . .	61	77	68	62	72	121	461	98	107	118	87	51
Winthrop . .	66	56	25	53	69	79	348	67	99	79	54	49
Training . .	6	....	6	12	12	8	44	1	12	12	11	8
Totals . .	2,447	2,390	2,184	2,209	2,235	3,145	14,610	2,355	3,288	3,531	2,725	2,711

PRIMARY SCHOOLS — DORCHESTER.

Abstract of Semi-Annual Returns, January 31, 1872.

SUB-DISTRICTS.	Schools.	Average whole number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Between 5 and 8 years.	Over 8 years.	Whole number at date.
		Boys	Girls	Total	Boys	Girls	Total					
Atherton	1	20	22	42	18	17	35	7	83.0	23	18	41
Everett	3	78	56	134	67	45	112	22	84.1	73	57	130
Gibson	2	30	31	61	27	26	53	8	86.5	28	30	58
Harris	3	82	80	162	72	69	141	21	86.1	66	98	164
Mather	3	80	77	157	64	67	131	26	83.5	111	56	167
Minot	3	58	79	137	51	66	117	20	85.5	76	62	138
Stoughton	3	70	65	135	66	59	125	10	91.4	54	82	136
Tileston	1	15	13	28	14	12	26	2	93.2	26	5	31
Stoughton, Intermediate	1	21	11	32	20	10	30	2	93.0	19	12	31
Totals	20	454	434	888	399	371	770	113	89.6	476	420	896

PRIMARY SCHOOLS — DORCHESTER.

Abstract of Semi-Annual Returns, August, 1872.

SUB-DISTRICTS.	Schools.	Average whole number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Between 5 and 8 years.	Over 8 years.	Whole number, at date.
		Boys	Girls	Total	Boys	Girls	Total					
Atherton	1	17	15	32	13	10	23	9	70.0	25	10	35
Everett	3	75	55	130	63	44	107	23	82.0	59	62	121
Gibson	2	35	29	64	32	22	54	10	85.5	29	35	64
Harris	3	69	60	129	61	51	112	17	86.6	92	58	150
Mather	3	74	74	148	62	60	122	26	82.0	129	55	184
Minot	3	66	82	148	59	66	125	23	84.0	93	50	143
Stoughton	3	70	57	127	62	49	111	16	87.0	51	64	115
Tileston	1	17	13	30	16	12	28	2	92.0	29	6	35
Stoughton, Intermediate	1	18	13	31	17	11	28	3	91.0	20	17	37
Totals	20	441	398	839	385	325	710	129	84.4	527	357	834

CLASSIFICATION OF PRIMARY SCHOOLS, AUGUST, 1872.

DISTRICTS.	SCHOOLS HAVING						1st Class only.	6th Class only.
	One Class.	Two Classes.	Three Classes.	Four Classes.	Five Classes.	Six Classes.		
Adams	6	3	...	...	...	...	1	1
Bigelow	12	...	...	1	...	...	2	2
Bowditch	7	3	...	...	...	...	2	2
Bowdoin	1	6	2	...	2	...	...	1
Boylston . . . . .	...	6	...	...	...	1	...	...
Brimmer	10	1	...	...	1	...	1	2
Chapman	8	2	...	...	...	...	1	2
Comins	9	4	2	...	...	1	1	2
Dearborn	15	2	...	...	...	...	3	3
Dwight	6	...	...	...	...	...	1	2
Eliot	13	...	2	...	1	...	2	3
Everett	8	2	...	...	...	...	1	2
Everett (Dorchester) . . . . .	...	3	...	...	...	...	...	...
Franklin	6	...	...	...	...	...	1	1
Gibson . . . . .	...	2	...	2	...	...	...	...
Hancock	3	12	3	...	...	1	...	1
Harris	1	1	1	...	...	...	1	...
Lawrence	11	1	...	...	...	...	2	2
Lewis	1	3	6	...	...	...	...	1
Lincoln	8	2	...	1	...	...	1	2
Lyman	6	...	...	1	...	...	1	1
Mayhew . . . . .	...	4	3	...	...	...	...	...
Mather	1	1	1	...	...	...	1	...
Minot	1	1	1	...	...	...	1	...
Norcross	9	3	1	...	1	...	2	2
Phillips . . . . .	...	3	3	1	...	...	...	...
Prescott	3	5	...	1	...	...	...	1
Quincy	10	1	...	...	...	...	2	2
Rice	4	6	...	...	...	...	1	2
Sherwin	4	7	...	...	...	1	2	...
Shurtleff	13	...	...	...	...	...	2	3
Stoughton . . . . .	...	3	...	1	...	...	...	...
Tileston . . . . .	...	...	...	1	...	...	...	...
Training . . . . .	...	...	...	...	1	...	...	...
Washington	2	5	...	...	...	...	1	...
Wells	8	3	...	...	1	...	1	2
Winthrop	7	2	...	...	...	...	1	2
Totals	193	97	25	9	7	4	35	44

SCHOOL CENSUS.

Table showing the number of children in each Ward between five and fifteen years of age, and the number at school, May, 1872, as reported by the census-taker.

WARDS.	Children between 5 and 15.	Attending Public Schools.	Attending Private Schools.
1	5,146	3,632	869
2	4,742	3,452	365
3	1,936	1,434	183
4	915	550	203
5	1,960	1,638	22
6	1,592	1,041	344
7	6,128	4,696	877
8	1,438	1,143	99
9	1,970	1,429	296
10	2,102	1,603	163
11	2,720	1,892	509
12	4,909	3,660	562
13	1,981	1,640	85
14	2,383	2,068	111
15	3,476	2,938	178
16	2,456	2,078	131
Deer Island,	185	185	.....
Thompson's Island,	100	.....	100
Total,	46,144	35,084	5,102

TABLE

SHOWING THE NAMES AND LOCATIONS OF GRAMMAR SCHOOL-HOUSES, EXCLUSIVE OF THOSE IN DORCHESTER, SIZE OF LOTS, VALUE OF PROPERTY, NUMBER OF SEATS, ETC., MARCH 1, 1882.

Names of Schools.	Location.	When Instit'd.	House Built.	How Warm'd.	Size of Lots. Square feet.	Value of Houses and Lots.	No. of Stories.	No. Sch'l rooms.	No. of Seats.	Seating capac- ity of Halls. [About.]	No. of Pupils.	No. of Teachers.
Adams	East Boston.	1856	1856	Furnaces.	14,100	\$64,287 30	4	18	1068	500	571	12
Bigelow	South Boston.	1849	1850	Furnaces.	12,660	68,447 50	4	14	784	500	976	20
Bowditch	South street.	1861	1862	Furnaces.	12,006	113,546 40	4	14	784	500	548	14
Bowdoin	Myrtle street.	1821	1848	Furnaces.	4,892	57,640 00	.	6	587	.	548	12
Boylston	Washington street.	1869	.	Furnaces.	15,073	153,022 10	3	8	597	.	446	11
Brimmer	Common street.	1844	1843	Furnaces.	11,097	91,968 80	4	14	784	400	694	16
Chapman	East Boston.	1849	1850	Furnaces.	13,040	53,253 20	3	10	560	500	624	12
Comins	Tremont street.	.	1856	Steam.	23,780	73,469 00	4	13	728	600	934	17
Dearborn	Dearborn place.	1852	1852	Steam.	38,638	106,899 76	3	14	784	700	800	16
Dudley	Bartlett street.	1839	1840	Furnaces.	7,950	31,638 75	3	6	336	.	290	7
Dwight	Springfield street.	1844	1857	Furnaces.	19,425	92,276 25	4	14	784	500	652	13
Eliot	North Bennet street.	1713	1838	Furnaces.	11,677	83,363 23	4	14	784	500	824	16
Everett	Northampton street.	1860	1860	Furnaces.	32,469	99,334 89	4	14	784	500	710	15
Franklin	Ringgold street.	1785	1859	Furnaces.	16,439	92,365 07	4	14	784	500	683	15
Hancock	Parmenter street.	1822	1847	Furnaces.	28,197	119,785 05	4	14	784	500	926	19
Lawrence	South Boston.	1844	1356	Steam.	14,343	75,177 30	4	14	784	500	937	18

Lewis	1868	Furnaces.	27,830	71,981	25	4	12	672	700	.	12
Lincoln	1859	Furnaces.	17,560	73,992	60	4	14	784	500	827	15
Lyman	1837	Steam.	26,200	114,408	80	3	14	784	600	520	12
Mayhew	1803	Furnaces.	9,625	62,562	50	3	10	560	250	526	13
Norcross	1868	Steam.	12,075	82,582	50	4	12	672	700	726	15
Phillips	1844	Furnaces.	11,100	88,415	25	4	14	784	500	621	13
Prescott	1865	Steam.	33,952	102,905	41	3	16	896	600	669	13
Quincy	1847	Furnaces.	11,776	84,340	85	4	14	784	500	634	14
Rice	1867	Steam.	27,125	151,983	15	3	14	784	700	682	15
Sherwin	1870	Steam.	32,040	139,471	20	3	16	896	700	875	18
Shurtleff	1869	Steam.	41,090	132,547	80	3	14	784	600	724	14
Washington	1849	Furnaces.	14,300	43,989	00	3	7	237	.	271	7
Wells	1853	Steam.	17,637	121,315	15	4	10	560	600	474	11
Winthrop	1856	Furnaces.	15,078	202,952	20	4	14	784	500	857	18

TABLE

Showing Names and Locations of High School-houses, Size of Lots, Value of Property, Number of Seats, etc., March, 1872.

Names of Schools.	Location.	When Instituted.	Houses built.	How warmed.	Size of Lots. Square ft.	Value of Houses and Lots.	No. of Stories.	No. of School- rooms.	No. of Seats.	Seating capacity of Halls.	No. of Pupils.	No. of Teachers.
Latin School.	Bedford street.	1635	} 1844	Furnaces.	12,980	\$245,014 00	} 4	6	240	300	222	11
English High-School. . .	Bedford street.	1821						6	240	300	541	17
Girls' High and Normal	W. Newton st.	1852	1870	Steam.	30,520	279,400 00	3	*14	1,160	700	622	23
Highlands High.	Kenilworth st.	. .	1861	Furnaces.	6,667	23,260 23	4	4	160	. .	206	6
Dorchester High.	Dorchester av.	. .	1870	Steam.	59,340	69,984 42	3	6	210	400	132	5

* 24 recitation-rooms.

TABLE

Showing the Names and Locations of the Dorchester District School-houses, Size of Lots, Value of Property, Number of Seats, etc., March 1, 1872.

Names of Schools.	Location.	When Instituted.	Houses built.	How warmed.	Size of Lots. Square ft.	Value of Houses and Lots.	No. of Stories.	No. of School- rooms.	No. of Seats.	Seating capacity of Halls.	No. of Pupils.	No. of Teachers.
Atherton	Columbia st.	..	1868	Furnaces.	4,727	\$3,159 97	1	1	50	..	44	1
Everett	Summer st.	..	1855	Furnaces.	29,300	27,738 75	2	7	350	..	183	5
Gibson	School st.	..	1857	Furnaces.	44,800	29,612 00	2	6	300	..	121	4
Harris	Adams st.	..	1861	Furnaces.	37,150	33,805 70	3	8	400	..	212	5
Mather	Meet'g H. Hill.	..	1856	Furnaces.	..	19,889 10	..	7	350	..	246	6
Minot	Walnut st.	..	1856	Furnaces.	10,790	21,250 90	2	7	350	..	..	4
Stoughton	River st.	..	1856	Furnaces.	29,725	23,603 75	2	6	300	..	151	5
Thleston	Norfolk st.	..	1858	Furnaces.	80,640	62,089 49	3	8	400	..	84	3

The following Table shows the number of persons in the city between the ages of five and fifteen, in the month of May, for ten years, and also the amount received by the city, in each year, from the State School Fund:—

YEARS.	Persons between Five and Fifteen Years of Age.	Proportion of Income from School Fund.
1863.....	32,147	6,364 99
1864.....	32,854	6,430 63
1865.....	34,902	6,750 44
1866.....	35,225	8,082 08
1867.....	36,030	5,310 30
1868.....	43,109	11,545 13
1869.....	42,624	8,171 38
1870.....	46,301	7,226 79
1871.....	45,970	12,015 14
1872.....	46,144	9,363 24

The following Table shows the average whole number, the average attendance and the per cent. of attendance, of the PUBLIC DAY SCHOOLS, of all grades, for ten years, ending August 31, 1872:—

YEARS.	Average Whole Number.	Average Attendance.	Per Cent.
1862-63.....	27,051	24,516	90.6
1863-64.....	26,961	24,617	91.6
1864-65.....	27,095	25,001	93.0
1865-66.....	27,723	25,809	93.5
1866-67.....	28,126	26,265	94.0
1867-68.....	32,385	30,399	92.7
1868-69.....	33,535	31,126	93.3
1869-70.....	35,164	32,463	92.3
1870-71.....	36,174	33,464	92.5
1871-72.....	36,234	33,502	92.4

The following Table shows the aggregate of the average whole number and attendance of the pupils of the HIGH SCHOOLS, for ten years, ending August 31, 1872:—

YEARS.	Average Whole Number.	Average Attendance.	Per cent.
1862-63	733	696	94.9
1863-64	527	691	94.5
1864-65	740	712	96.1
1865-66	776	751	96.2
1866-67	873	845	96.7
1867-68	1,050	977	95.7
1868-69	1,064	1,025	95.7
1869-70	1,283	1,230	95.9
1870-71	1,501	1,430	95.2
1871-72	1,640	1,553	93.8

The following Table shows the aggregate of the average whole number and attendance of the GRAMMAR SCHOOLS, for ten years, ending August 31, 1872:—

YEARS.	Average Whole Number.	Average Attendance.	Per cent.
1862-63	13,347	12,439	93.1
1863-64	13,523	12,601	92.8
1864-65	13,915	13,110	93.8
1865-66	14,394	13,620	94.2
1866-67	14,849	14,026	94.1
1867-68	17,450	16,362	93.3
1868-69	18,043	16,963	93.9
1869-70	19,028	17,807	93.2
1870-71	19,565	18,312	92.3
1871-72	19,760	18,500	92.8

The following Table shows the aggregate of the average whole number and attendance of the pupils of the PRIMARY SCHOOLS, for ten years, ending August 31, 1872.

YEARS.	Average Whole Number.	Average Attendance.	Per Cent.
1862-63	12,971	11,412	89.4
1863-64	12,713	11,325	87.5
1864-65	12,440	11,179	89.1
1865-66	12,553	11,438	90.3
1866-67	12,405	11,393	91.1
1867-68	14,385	13,060	89.3
1868-69	14,384	13,101	90.4
1869-70	14,739	13,330	90.4
1870-71	14,977	13,614	89.4
1871-72	14,716	13,351	89.8

The following Table shows the number of PRIMARY SCHOOLS, the average number and the average attendance to a school, for ten years, ending August 31, 1872.

YEARS.	Schools and Teachers.	Average No. to a School.	Average Attend. to a School.
1862-63	264	51.0	45.0
1863-64	254	50.0	44.5
1864-65	257	48.4	43.5
1865-66	256	49.0	44.7
1866-67	259	47.8	43.0
1867-68	303	47.4	43.1
1868-69	307	46.8	42.6
1869-70	323	45.9	41.2
1870-71	327	45.8	41.6
1871-72	335	43.9	39.8

ORDINARY EXPENDITURES.

Annual Expenditures for the Public Schools of Boston for the last eighteen financial years, ending 30th of April, in each year, exclusive of the cost of the school-houses; also the average whole number of scholars for each school year ending August 31, 1872.

Financial Year.	No. of Scholars.	Salaries of Teachers.	Rate per Scholar.	Incidental Expenses.	Rate per Scholar.	Total Rate per Scholar.
1854-55..	23,439	\$222,970 41	9.51	\$62,950 50	2.66	12.17
1855-56..	23,749	224,026 22	9.43	67,380 06	2.84	12.27
1856-57..	24,231	225,730 57	9.32	72,037 71	2.97	12.29
1857-58..	24,732	258,445 34	10.45	86,849 27	3.51	13.96
1858-59..	25,453	268,668 27	10.56	86,098 21	3.38	13.94
1859-60..	25,328	277,633 46	10.96	95,985 15	3.79	14.75
1860-61..	26,488	286,835 93	10.82	111,446 31	4.21	15.03
1861-62..	27,081	300,181 28	11.08	108,245 06	4.00	15.03
1862-63..	27,051	310,632 43	11.50	115,641 97	4.27	15.77
1863-64..	26,960	324,698 51	12.04	140,712 56	4.85	16.89
1864-65..	27,095	372,430 84	13.74	180,734 00	6.67	20.41
1865-66..	27,723	403,300 82	14.54	172,520 76	6.22	20.77
1866-67..	28,126	492,796 66	17.52	186,908 85	6.64	24.16
1867-68..	32,885	548,615 90	16.68	224,090 51	6.81	23.49
1868-69..	33,535	719,628 04	21.45	263,048 96	7.84	29.29
1869 70..	35,164	720,960 65	20 50	226,451 95	7.57	28.07
1870-71..	36,174	816,344 66	22.11	315,254 70	8.71	30.82
1871-72..	36,234	863,658 81	23.83	352,920 84	9.74	33.57

TOTAL EXPENDITURES.

Table showing the net TOTAL expenses of the city, for Education, for eighteen years, from May 1, 1854, to April 30, 1872, inclusive.

Financial Year.	Salaries of Teachers.	Incidental Expenses.	Cost of School-houses.	Total Expenditure.
1854-55.....	\$222,970 41	\$62,350 50	\$103,814 73	\$389,135 64
1855-56.....	224,026 22	67,380 06	149,732 80	411,139 08
1856-57.....	225,730 57	72,037 71	51,299 26	349,067 54
1857-58.....	258,445 34	86,849 27	225,000 00	570,294 61
1858-59.....	268,668 27	86,098 21	105,186 42	459,952 90
1859-60.....	277,683 46	95,985 15	144,202 67	517,871 28
1860-61.....	286,825 93	111,446 31	230,267 04	628,549 28
1861-62.....	300,181 28	108,245 06	166,181 50	574,567 84
1862-63.....	310,632 43	115,641 97	107,812 74	534,087 14
1863-64.....	324,698 51	140,712 56	5,870 87	471,281 94
1864-65.....	372,430 84	180,734 00	90,609 84	643,774 68
1865-66.....	403,300 82	172,520 76	200,532 64	776,375 22
1866-67.....	492,796 66	186,908 85	101,575 09	781,280 60
1867-68.....	548,615 90	224,090 51	188,790 80	961,497 51
1868-69.....	719,628 04	263,048 96	346,610 78	1,329,287 78
1869-70.....	720,960 65	266,451 95	612,337 86	1,599,750 46
1870-71.....	816,344 66	315,254 70	443,679 71	1,575,279 07
1871-72.....	863,658 81	352,920 84	97,800 68	1,314,380 33

R E P O R T

OF THE

STANDING COMMITTEE

ON

M U S I C .

REPORT OF THE COMMITTEE ON MUSIC.



IN SCHOOL COMMITTEE, Dec. 10, 1872.

THE Committee on Music respectfully submit the following

REPORT.

In their more recent official communication to this Board your Committee have unfolded, with some minuteness, the plan and purpose of musical instruction as it is now pursued in the Boston Public Schools, sketching in outline the origin, progress and scope of such instruction, explaining its progressive steps and methods throughout the various grades of Primary, Grammar and High School pupilage, and exhibiting, to a limited extent, the results which are already being accomplished.

During the past year a gratifying advance has been made in this specialty of our public instruction. This is manifest in the greater interest exhibited on the part of the pupils, in the more systematic and efficient instruction given by the regular teachers, and in the unanimity and harmony of action which prevails throughout the corps of professional instructors. All this will further appear in the several communications made to this Committee by the profes-

sional teachers of music, and which, as showing more minutely and definitely the present condition and the practical working of this department, we have embodied at considerable length in this report.

In the Primary Schools, now 335 in number, your Committee have found, in their recent visits, that it is the rare exception to meet with a teacher who is not able intelligently and satisfactorily to impart to the pupils the requisite instruction in music. The following is the revised programme of this instruction (in conformity with the recently adopted textbook), a copy of which programme, in the form of a circular, has been placed in the hands of every teacher.

REVISED PROGRAMME OF ELEMENTARY INSTRUCTION IN SINGING FOR
THE BOSTON PRIMARY SCHOOLS.

Requirements for the First Year (Sixth and Fifth Classes).

SIXTH CLASS. — 1. Pupils shall be taught to sing *by rote* all the songs and exercises with words through the first fourteen pages of the "First National Music Reader."

2. They shall be taught to sing the scale, ascending and descending, at a convenient pitch (in about the Key of D), by the scale names, One, Two, Three, Four, Five, Six, Seven and Eight, represented by the numerals, 1, 2, 3, 4, 5, 6, 7, 8; also to sing the same by the syllables, Do, Re, Mi, Fa, Sol, La, Si and Do.

3. Pupils are to practise from the numerals at the bottom of Chart No. 1, being made to understand that a comma, after a figure, means to sing a short sound, and a dash means to sing a long sound.

4. They shall be taught to sing *by rote* the following songs: —

"At Home and Abroad," page 55.

"Fido and his Master," page 81. (Transpose to C.)

"Pussy Knows," page 86. (Transpose to G.)

5. The teacher should be able to report, when her pupils are

transferred to the Fifth Class, the number who can sing the scale alone, and those who cannot, and to furnish a list for the teacher to whom they are transferred.

6. Other songs *by rote* at the discretion of the teacher.

7. Teachers are respectfully referred to Chapter VIII, page 16, of the National Music Teacher, as to "Exercise Songs," singing while marching, etc.

FIFTH CLASS. — 1. In addition to the requirements of the Sixth Class, pupils of the Fifth Class shall be taught musical notation to the extent indicated on Chart No. 2, according to the "Illustrated Lessons" I, II, III, IV, V, VI and VII. (Using the syllables synonymous with the scale names.)

2. Degrees of loudness, *mf*, *f* and *p*, and the Repeat, from Chart No. 3, Exercises 1, 2 and 3, "Lesson" VIII.

3. Go on in daily practice from the Charts to the bottom of Chart No. 6, according to "Illustrated Lessons" IX to XIV, inclusive.

4. The following songs, *by rote*: —

"The Rising Sun," page 26.

"Spring Song," page 24 (may be transposed to D or E flat).

"Rest of the Flowers," page 30.

5. Other songs at the discretion of the teacher.

6. Teacher to report the number of pupils who can sing the scale, and those who cannot, on being transferred to the Fourth Class.

7. See remarks as to "Exercise Songs," etc., page 16 of the National Music Teacher.

Requirements for the Second Year (Fourth and Third Classes).

FOURTH CLASS. — 1. Review the requirements of the Fifth and Sixth Classes, the pupils using the First Music Reader (See Preface, or "To Teachers," third paragraph), and in addition to the same proceed to the bottom of Chart No. 12, carefully instructing the pupils according to Illustrated Lessons XV to XXI inclusive.

2. Rote songs — pages 15, 16 and 17 — being very careful as to the dotted quarter note.

"Forget Me Not," page 56.

“Speak Gently,” page 36.

“Out in the Air,” page 32.

3. Other songs at the discretion of the teacher.

4. Teacher to report, on transfer to the Third Class, the number of pupils who can sing the scale, and those who cannot, also the pupils who can sing one song alone from the First Music Reader.

5. See remarks as to Exercise Songs, etc., page 16, “National Music Teacher.”

6. Exercise pupils daily upon the sounds of the Scale, with the Manual Signs in about the Key of C or D.

THIRD CLASS — 1. Review the work of the three lower classes, pupils using the First Music Reader; and proceed on Charts to bottom of No. 15, as indicated in Lessons XXII, XXIII and XXIV of the National Music Teacher.

2. Rote songs:—

“Autumn Song,” page 80.

“My Lamb,” page 59.

“The Violet,” page 74.

3. Exercise daily upon the sounds of the Scale with the Manual Signs.

4. Other songs *by rote* at the discretion of the teacher.

5. On transfer to the Second Class the teacher should be able to report the number of pupils who can sing the Scale, and those who cannot, also the number who can sing alone one song from the First Music Reader.

6. See remarks as to “Exercise Songs,” etc., page 16 of the National Music Teacher.

Requirements for the Third Year (Second and First Classes).

SECOND CLASS. — 1. Review the work of the four lower classes from the First Music Reader; go on with Charts to bottom of No. 20, according to Illustrated Lessons XXV to XXVIII.

2. Rote songs:—

“My Flower,” page 71.

“Nature gives no Sorrow,” page 65.

“Love of Country,” page 37.

3. Pupils to be taught with great care, Chart No. 16, according

to illustrated Lesson XXVI of the National Music Teacher; also Chart No. 17.

4. Pupils are to be taught the Middle, Upper and Lower Scales from Chart No. 18, according to Illustrated Lesson No. XXVII; to name the fifteen different pitches and tell readily the position of each pitch upon the Staff.

5. Daily exercises upon the Scale with the Manual Signs.

6. The teacher is to ascertain and keep a record of the compass of the voice of each pupil.

(a) The number who can sing alone the Scale in the Key of C.

(b) The number who can sing *easily* as high as twice marked *e*, and no higher.

(c) The number who can sing *easily* as high as twice marked *g*.

(d) The number who can sing to small *a* in the lower Scale.

(e) The number who can sing to small *g* in the lower Scale.

7. Other songs and exercises, according to the discretion of the teacher.

8. The teacher is referred to page 16 of the National Music Teacher, to the Chapter on Exercise Songs, etc.

FIRST CLASS.—1. Review the entire work of the five lower Classes from the First Music Reader.

2. Proceed through Charts from 21 to 36 inclusive, according to Illustrative Lessons, XXIX to XLII.

In teaching the Charts 21 to 36, the teacher is supposed to be furnished with a Piano-forte or some other good keyed instrument.

By consulting the above programme, every teacher may know definitely what is expected to be taught in each term of the school year; every room is now furnished with its appropriate set of charts and a copy of the National Music Teacher, giving directions how to use these charts in connection with the particular text-book in the series.

Subjoined is Mr. Mason's table, showing the times for the visitation of the scholars under his charge:—

Table showing the times appointed for visiting the Primary Schools of the various districts by the Musical Director for these grades.

Districts.	Days.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March.	April.	May.	June.
Chapman	Monday, A.M.	16	14	11	9	6	3	3-31	28	26	23
Shurtleff	" "	23	21	18	16	13	10	10	7	5	2-30
Adams	" "	30	28	25	23	20	17	17	14	12	9
Norcross	" "	9	7	4	2-30	27	24	24	21	19	16
Franklin	" P.M.	16	14	11	9	6	3	3-31	28	26	23
Winthrop	" "	23	21	18	16	13	10	10	7	5	2-30
Dwight	" "	30	28	25	23	20	17	17	14	12	9
Bowdoin	" "	9	7	4	2-30	27	24	24	21	19	16
Prescott	Tuesday, A.M.	7	15	12	10	7	4	4	1-29	27	24
Lincoln	" "	24	22	19	17	14	11	11	8	6	3
Lyman	" "	3	1-29	26	24	21	18	18	15	13	10
Bigelow	" "	10	8	5	3-31	23	25	25	22	20	17
Brimmer	" P.M.	17	15	12	10	7	4	4	1-29	27	24
Boylston	" "	24	22	19	17	14	11	11	8	6	3
Everett	" "	3	1-29	26	24	21	18	18	15	13	10
Phillips	" "	10	8	5	3-31	23	25	25	22	20	17
Washington	Wednesday, A.M.	18	16	13	11	8	5	5	2-30	28	25
Sherwin	" "	25	23	20	18	15	12	12	9	7	4
Lewis	" "	4	2-30	27	25	22	19	19	16	14	11
Comins	" "	11	9	6	4	1-29	26	26	23	21	18
Hancock	Thursday, A.M.	19	17	14	12	9	6	6	3	1-29	26
Mayhew	" "	26	24	21	19	16	13	13	10	8	5
Lawrence	" "	5	3-31	23	26	23	20	20	17	15	12
Eliot	" "	12	10	7	5	2-30	27	27	24	22	19
Rice	" P.M.	5	3-31	23	26	23	20	20	17	15	12
Comins	Every Friday from 9 to 12 A.M.	.	.	.	.	.	.	.	.	.	.
Quincy	Saturday, A.M.	14	12	9	7	4	1	1-29	26	24	21
Bowditch	" "	22	19	16	14	11	8	8	5	3-31	28
Wells	" "	23	26	23	21	18	15	15	12	10	7
Remote Districts . . .	" "	7	5	2-30	23	25	22	22	19	17	14

The following is taken from the spécial Report of Mr. Mason to the Committee regarding the operation of the department under his charge during the past year: —

“ I am happy to report a decided progress in music in the Primary schools. . . . I am glad to be able to say that the masters in the several districts are doing all that can be expected of them in their supervision over this department of instruction. Most of them have examined the pupils of the several grades for promotion at the semi-annual examinations. Nothing has so much encouraged the teachers in the performance of their part of the work as these examinations. Several of the masters have expressed themselves as well pleased with the results of our efforts in this province of school work, and have acknowledged to me the beneficial influence of such training of the voice and ear in the reading and other recitations. No one can see better than I can where improvements may yet be made, and I shall be most happy, with the assistance of my associate directors, the masters and the regular teachers, to carry out any changes which the Committee, from year to year, may suggest.”

It may be proper to refer here to the fact that since the organization of the present force of special musical instructors, the number of Primary Schools has greatly increased, and their field of operations, by annexation and otherwise, been greatly extended. Of course, under this condition of things, the duty of the Musical Director, in this department, can be only supervisory. The time has come when the question of providing him with duly qualified assistants ought to be taken into serious consideration. During a considerable portion of the past year Mr. Mason has been assisted in his active work by his two daughters, who have laboriously and faithfully rendered

their aid, and that without compensation from the city.

In the Grammar Schools the classes are divided for musical instruction into two grand divisions, the four lower classes comprising the First, and the two upper the Second division. The following is the programme of instruction recently recommended by the Committee for the division comprising the four lower classes, as above stated, and will show the progressive character of this teaching:—

PROGRAMME OF THE INSTRUCTION IN MUSIC FOR THE LOWER
CLASSES OF THE BOSTON GRAMMAR SCHOOLS.

*Requirements for the First Year (Sixth Class) of the Grammar
Course.*

1. — Pupils shall be taught the exercises and songs found in the first twenty pages of the Music Charts, second series.
2. — They shall be taught all the exercises and songs contained in the first thirty-three pages of the Second Music Reader.
3. — They shall be taught the different forms of measure therein used, and be able to beat the time correctly while singing.

Requirements for the Second Year (Fifth Class).

1. — This class will commence with the reversed pages of the charts, and shall be able to sing the chromatic scale with syllables (do, re, mi, etc.), scale-names and pitch-names.
2. — They shall be taught all that is contained on the Charts Nos. 21 to 40 inclusive.
3. — They shall be able to write properly the different scales, and name the pitch of the sounds of which each scale is composed.
4. — They must be able to beat the time correctly in all the exercises.
5. — They shall review, from time to time, the same music, using their books, and shall acquire at least one additional song in each key.
6. — Other songs, at the discretion of the teacher.

Requirements for the Third Year (Fourth Class).

1. — This class shall begin upon the Third Series of Charts. They shall be taught to know the intervals, to the extent of the major and minor seconds, major and minor thirds, perfect and augmented fourths, perfect and diminished fifths.

2. — They shall be taught all the music found on the first twenty numbers of this series of Charts; also all the music contained on the first twenty-two pages of the Third Music Reader.

3. — They shall be taught to beat the time correctly in all the exercises and songs.

Requirements for the Fourth Year (Third Class).

1. — This class will commence with the reverse pages of the Third Series of Charts, and complete the set.

2. — They shall be taught the names of the common harmonies, on the different degrees of the scale, viz.: — the tonic, dominant, sub-dominant, and dominant seventh.

3. — They shall review this music from the books, and shall acquire at least one additional song in each key.

4. — Other songs, at the discretion of the teacher.

The above programme contains, it will be seen, hints and suggestions for the guidance of the teachers of the several classes rather than a full exposition of what shall be taught. This must, of course, be left in a great measure to the discretion of the Musical Director of this grade. A reference to last year's report of this committee will show more definitely what is attempted to be done, and what is in fact accomplished. Up to this point in the course, the textbooks of the newly-adopted series have been placed in the schools, and are giving abundant satisfaction.

We quote the following from the report of Mr. Holt, upon the working of his department: —

“Many schools have made a decided advance upon the previous year; still the improvement has not been so uniform throughout the city as I had hoped. A general and steady advancement is seen in every school where the allotted time is taken and faithfully devoted to this study. This is done in most of the schools — I am sorry to say not conscientiously and scrupulously in all. It is the gradual accumulation, gained from the practice of every day, that makes success easy and certain. I think the time has come when we should have a definite programme for each class, upon which they should be examined for promotion, as in the other studies. This must be done before I can supervise a work, spread over so large a territory, and in so many classes, and have it uniform.

“The improvement during the past year in the proper management of the voice, and the production of a good quality of tone, has been very marked.

“I cannot close my report without referring to the very general and cordial support and co-operation I have received from the masters and teachers, without which any system of special instruction must be a failure.”

The following is the schedule, giving the times for the visitation, by the Musical Director, of the classes of this grade.

Programme of the Times for Visitation in the Four Lower Classes of the Grammar Schools.

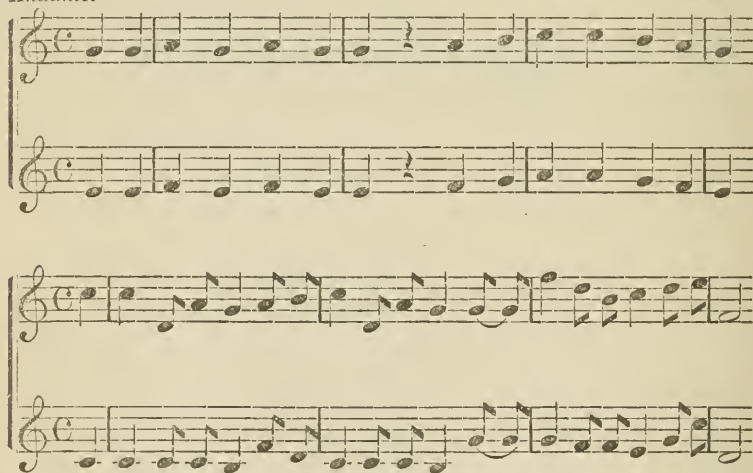
Schools.	Days.		Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March.	April.	May.	June.
Chapman	Monday,	A.M.	23	14	11	9	6	3	3-31	28	26	23
Prescott	"	"	16	21	18	16	13	10	10	7	5	2
Franklin	"	"	9	28	25	23	20	17	17	14	12	9
Everett	"	"	30	7	4	2-30	27	24	24	21	19	16
Rice	"	P.M.	23	14	11	9	6	3	3-31	28	26	23
Sherwin	"	"	16	21	18	16	13	10	10	7	5	2
Adams	"	"	9	28	25	23	20	17	17	14	12	9
Dwight	"	"	30	7	4	2-30	27	24	24	21	19	16
Brimmer	Tuesday,	A.M.	17	15	12	10	7	4	4	1-29	27	24
Lawrence	"	"	10	22	19	17	14	11	11	8	6	3
Shurtleff	"	"	3	1-29	26	24	21	18	18	15	13	10
Bigelow	"	"	24	8	5	3-31	28	25	25	22	20	17
Winthrop	"	P.M.	17	15	12	10	7	4	4	1-29	27	24
Boylston	"	"	3	1-29	26	24	21	18	18	15	18	10
Quincy	"	"	24	8	5	3-31	28	25	25	22	20	17
Dearborn	Wednesday,	A.M.	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Eliot	Thursday,	A.M.	19	17	14	12	9	6	6	3	1-29	26
Mayhew	"	"	12	24	21	19	16	13	13	10	8	5
Hancock	"	"	5	3-31	28	26	23	20	20	17	15	12
Norcross	"	"	26	10	7	5	2-30	27	27	24	22	19
Lincoln	"	P.M.	19	17	14	12	9	6	6	3	1-29	26
Lewis	"	"	12	24	21	19	16	13	13	10	8	5
Dudley	"	"	5	3-31	28	26	23	20	20	17	15	12
Bowditch	"	"	26	10	7	5	2-30	27	27	24	22	19
Wells	Friday,	A.M.	13	18	15	13	10	7	7	4	2-30	27
Lyman	"	"	6	25	22	20	17	14	14	11	9	6
Bowdoin	"	P.M.	13	18	15	13	10	7	7	4	2-30	27
Phillips	"	"	6	25	22	20	17	14	14	11	9	6
Washington	"	"	20	11	8	6	3-31	28	28	25	23	20

Your Committee would again refer to their official report of last year, in which may be found a full account of the course of musical instruction in the two

upper classes of the Grammar Schools, which constitute the Second Division of these grades. We are glad to make the following extracts from Mr. Sharland's report:—

“ During the year the classes under my charge have made good progress in the following points, viz.:—Musical Theory, Purity of Tone, Distinctness of Articulation, Time, Rhythm and Accent, the Dynamics of Music, Reading at Sight and Singing under the baton. Musical Theory has been taught by a careful review of their previous work, with practical examples upon the blackboard, and daily practice under the regular teachers upon the charts (Fourth Series). This chart is intended to familiarize the pupils with the scale of C and its intervals, giving the power to sing the same in two parts.

EXAMPLE.

*Andante.**Hullah.*

“ The subject of purity of tone and distinctness of articulation has been presented in the form of brief lectures on the organs involved in the production of tone and the reflection and distinct enunciation of the same, coupled with practical exercises.

EXAMPLE.

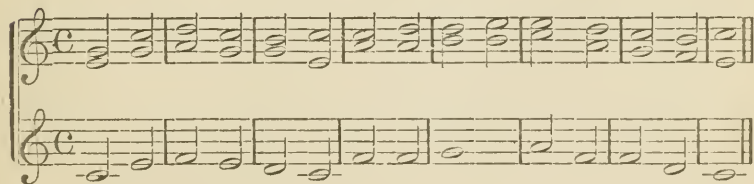
Streeter.



A—as in bay, bar, ball, bat.
 E—as in bee, bed.
 I—as in time, tin.
 O—as in tone, top.

“Frequent practice in the reading of music, by syllables, has been resorted to. This, it is believed, compels, to a considerable extent, a knowledge of dynamics, accent, etc. Much benefit has been derived from the constant practice of solfeggios in parts, with rapid change of key,—always singing under the baton, with or without accompaniment.

EXAMPLE.

Key of C through various keys to A \flat .*Allegretto.*

“The want of a music-book, equal to the requirements of the pupils, has occasioned much extra labor, and has retarded, to a considerable extent, the progress of my classes.

“In closing I feel it my duty to commend the faithful efforts of all who are charged with the daily care and instruction of the classes in my department. Masters and teachers have been alike kind and forbearing under their pressure of work, thereby lessening my labor and greatly aiding to bring about the progress claimed in this report.”

The times for the visitation of these classes, by the Musical Director, are set forth in the following table:—

Schedule of the times for Visitation of the First and Second Classes of the Grammar Schools.

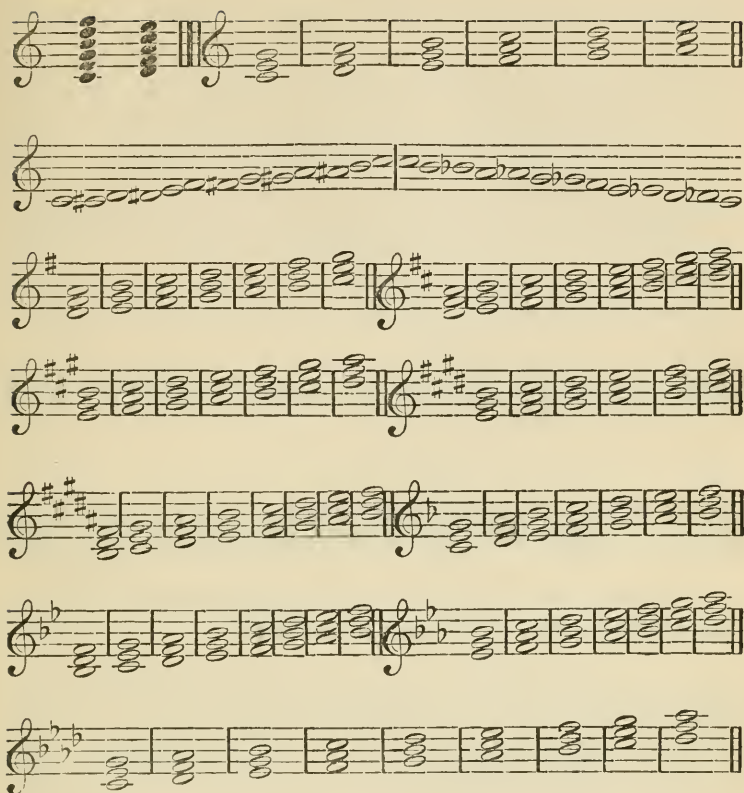
SCHOOL.	DAY.
Lawrence	Monday..... 9.15 A.M.
Norcross	Monday..... 10 “
Bigelow	Monday..... 10.45 “
Shurtleff	Monday..... 11.30 “
Lincoln	Monday..... 3.30 P.M.
Prescott	Tuesday 9.15 A.M.
Chapman	Tuesday 10. “
Lyman	Tuesday 10.45 “
Adams	Tuesday 11.30 “
Eliot	Tuesday 2.45 P.M.
Hancock.....	Tuesday 3.30 “
Mayhew	Wednesday 9.15 A.M.
Wells	Wednesday 10 “
Bowdoin.....	Wednesday 10.45 “
Phillips	Wednesday 11.30 “
Rice	Thursday 9.15 “
Franklin.....	Thursday 10 “
Winthrop	Thursday 11.30 “
Dwight	Thursday 2 P.M.
Everett	Thursday 2.45 “
Washington	Friday..... 9.15 A.M.
Dudley	Friday..... 10 “
Dearborn	Friday..... 10.45 “
Lewis	Friday..... 11.30 “
Quincy	Friday..... 2.15 P.M.
Bowditch	Friday..... 3.30 “
Sherwin	Saturday..... 9.15 A.M.
Boylston.....	Saturday..... 10.45 “
Brimmer	Saturday..... 11.30 “

The text-book for these grades is in process of preparation, and is now undergoing the examination of the committee. They hope soon to be ready to recommend its adoption by the Board, when a regularly prescribed programme of study will be devised for the upper; as has already been done for the lower classes of the Grammar and Primary courses.

In the Dorchester District the same plan of general instruction is now followed, although for the present the Primary and Grammar grades are under the special charge of an assistant teacher of music, who is subject to the general direction of the supervisors in their several departments. It will no doubt be gratifying to the citizens of this district to learn from the report of Mr. Wilde the progress which has been made under his teaching in the past year:—

“In the district under my charge, the progress has been greater during the past year than in any, or, perhaps, all of the three previous years. The teachers have performed their work better and with more confidence in themselves. Every room is now supplied with charts, and the same system is carried forward which is pursued in all the schools in the city. I have taken great pains to assimilate my work, so that it may conform to the work of Messrs. Sharland, Holt, and Mason, whose classes I have frequently visited.

“In the Primary Schools the teachers have carried out the revised programme, and almost all of them have even gone beyond that programme. In the lower classes of the Grammar Schools I have taken up the following exercises, practising the major scale in the nine different keys, with two-part singing in all the major keys, *e. g.* :—



“ In the third class I have introduced the triads on the different degrees of the scale, major and minor seconds and thirds, perfect and diminished fifths, and three-part singing, e. g. : —



“ In the upper classes the lessons of the preceding years are first carefully reviewed. Then follow the triads of the different keys

Table showing the times of Visitation to the various Grammar and Primary Schools of the Dorchester District, by the Assistant Teacher for that District.

SCHOOL.	DAY.
Harris.....	Monday..... 9 00 A.M.
Minot	Monday..... 2.00 P.M.
Mather	Tuesday
Everett	Tuesday
Stoughton	Wednesday
Stoughton Intermediate	Wednesday
Gibson.....	Thursday
Atherton.....	Thursday
Tileston	Friday..... 9.00 A.M.
	Friday..... P.M.
	Saturday
	Saturday

Appended hereunto we add the report of Mr. Eichberg, which, while it confirms what has already been said in regard to the generally satisfactory condition of the musical instruction in the other grades, develops so fully the character and progress of this instruction in the High School Department, that we make no apology for inserting it here at length:—

To J. BAXTER UPHAM, *Chairman of the Committee on Music, in the Boston Public Schools:*—

“I have the honor to submit to you the reports of the Directors and Teachers of Music in the Primary and Grammar Schools. They show a satisfactory degree of progress in the study of this branch of instruction, alike creditable to the special teachers and to the regular instructors upon whom devolves the duty of carrying out most of the work under their direction. Personal observation has convinced me of the growing ability of our regular teachers to instruct music successfully, and I hope, in the near future, that the same mode of teaching, under the supervision of the special teacher

of music, may be given at least a trial in the High Schools now under my own instruction.

“In addition to the general supervision of music in all our schools, I am required by the rules to teach in person in all the High Schools. They are five in number, one Girls’, two mixed and two Boys’ High Schools, viz. : —

The Girls’ High School.

Highlands High School.

Dorchester High School.

English High School.

Public Latin School.

The instruction given includes,

- A. Cultivation of the Voice.
- B. Theory and Harmony.
- C. Practice in Singing at Sight.
- D. Practice in Part-singing.

“Every candid teacher will agree with me, that the successful tuition of music in the schools is nowhere surrounded by greater difficulties than in the High Schools. The age of most of the pupils renders extreme caution in the treatment of their voices a duty and a sacred obligation. The common belief that boys’ voices *alone* require especial care during the period of transition, has led to much loss of voice and of health. Just as important, if less striking, changes occur in the nature and “timbre” of the female voice. I am satisfied that the voice of a girl from twelve to seventeen years of age requires all the more careful management from the very fact, that, not suffering like a boy, from an almost absolute impossibility to sing, she is likely to over-exert herself, to the lasting injury of both health and voice. When teachers are better acquainted with these physiological facts, they will understand the necessity of not sacrificing such young — such temporarily diseased voices — to the desire of exhibiting and showing off their classes.

“Another fruitful cause of injury proceeds from the desire of many female pupils always to sing the highest part, — the first soprano. It is with them ‘*Aut Cæsar, aut nullus.*’ Periodical examination

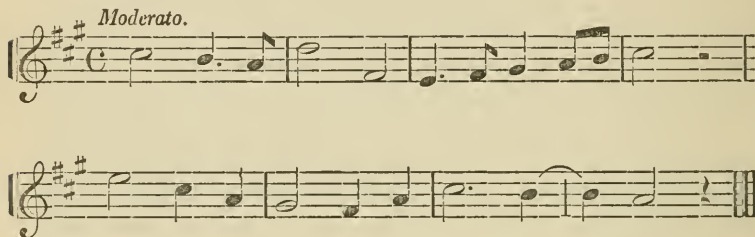
of the pupils' voices, by the teacher, has seemed to me the only safe course, in order to remedy this evil. And, in this connection, let me take note of the gratifying fact that the best works of our great composers demand but a limited compass of voice. The old Italian masters, such as Palestrina, Gabrieli and Pergolese, but seldom exceed, in their wonderful choral works, the compass of two octaves and a half, from the bass to the soprano. It has been always my aim to secure beauty rather than strength of tone, satisfied, as I am, that no one can reasonably expect from a young girl of fifteen the ripened vocal powers of a singer perhaps ten years her elder.

"In our Boys' High Schools, we find a general average of fully fifty per cent. of the voices of the pupils in the process of mutation. Consequently the instruction is limited, as it should be, to the study of theory mainly, and to the practice of songs of easy compass for those that are able to sing. I may say that, in spite of these drawbacks, I believe I have succeeded in rendering these lessons profitable and interesting. Short solfeggios, especially written for this purpose, none of the parts exceeding the compass of one octave, have been found very useful, in giving the scholars all needed practice in singing at sight. In a lesson of about fifty minutes' duration, we give, perhaps, fifteen minutes to this practice; the rest is taken up in the study of rhythm, modulation and dictations at the piano, which latter study has grown to be very popular in all our High Schools.

"It gives me pleasure to testify to the constantly increasing interest in our High Schools in the study of music as a science. Since the introduction of the study of thorough-bass in the Girls' High School (senior class), a great progress is obvious in more than one direction. Without such knowledge, the harmonic analysis of a composition becomes simply impossible; *with* it, the student can vastly better understand the master's meaning — can learn with what simple means great effects are obtained — and can understand, by comparison, that the same laws which govern literary composition find their application in music. Such an insight into a well-written piece of music (and we use none other) quickens the love and the respect for musical art, and endows the pupil with a faculty for pure enjoyments in after life.

"I have found, and others with me, that the pupils who are most interested in music are generally the most successful in their other studies. This is at least so in our High Schools. It takes but a short time to awaken an interest for the higher study of music in the mind of an earnest pupil. Such an one, upon entering life, will always keep himself well informed in musical matters, and will influence others to do so.

"The *Girls' High School* is divided, for the purpose of musical instruction, into four divisions, two Junior, Middle and Senior. The Junior Classes are reviewed in their Grammar School studies, and have a regular practice in sight-singing, which enables them, at the end of the year, to sing solfeggios, like the following, without much difficulty : —



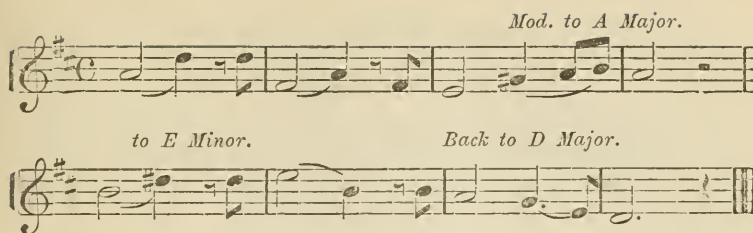
"They are expected to have a full knowledge of all the intervals; to be able to write the major and minor scales correctly, and also to write short melodies, when hearing them played by the teacher.

This melody



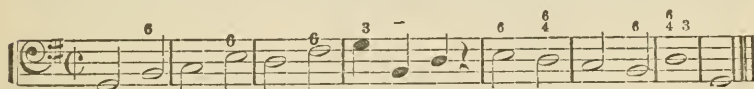
has been written correctly in every respect by as many as fifty-five per cent. of the whole class. We use, for practice in part-singing, selections from the works of Cherubini, Mendelssohn and Rossini.

"The *Middle Class*, in addition to practice in dictation and singing at sight, have to analyze exercises from the standpoint of modulation and construction. The following may serve as a specimen : —



“Pupils are to give reasons for these modulations, and also to know why they lead to A *major* and E *minor*, when nothing in this melody indicates the mode of these changes of key.

“The *Senior Class* receive instruction in elementary harmony in addition to the above-mentioned studies. The figured bass, which I add here, will give some idea of our attempts in this direction:—

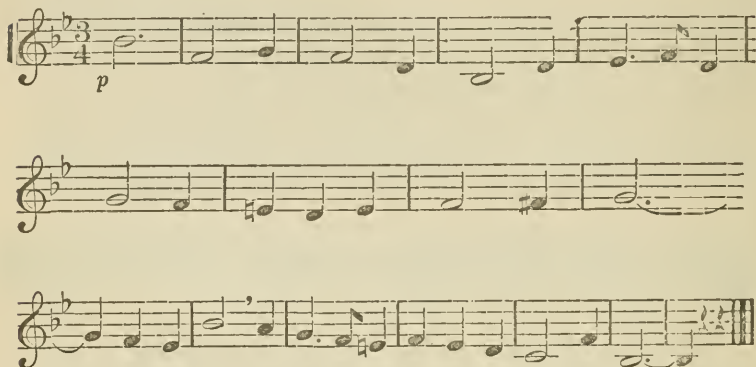


“It will be seen that we have as yet only taken consonant chords and their inversions. The choral studies of both Senior and Middle Classes embrace works by Schubert, Rossini, Cherubini, Bargiel and Mendelssohn. All the classes receive a full course of vocal training, suitable to their age and compass of voice.

“ In the *Highlands High School* the instruction is in the main the same as at the Girls’ High, but owing to its being a mixed school, we are enabled to practise choruses for soprano, alto, tenor and bass, from the works of good writers. It gives me pleasure to testify to the great interest this school has constantly taken in music, and to the earnestness of purpose that has been a marked feature of the male pupils, who have till recently been altogether excluded from the music lessons. It is perhaps unnecessary to add that great care is taken in the selection of our choruses, and that no boy, in the process of change of voice, is expected to join in the singing, although such pupils are required to be present at the lessons.

"The *Dorchester High School*, like the one previously mentioned, is a mixed school, and its instruction is consequently similar in character. A marked progress has been made during the year, and I fondly anticipate the time when this High School will vie with the others in excellence and interest in matters musical.

“In the *English High* and *Public Latin* Schools, an advanced instruction has been given in the theory and practice of music, for which most of the pupils are well qualified by their previous training in the Grammar Schools. To show how anxiously anything demanding great vocal exertion has been avoided, I will add an exercise in singing at sight, which will serve as an illustration to the above:—



“I can see no possible objection to the use, in these schools, of exercises like this, embracing, as it does, only one octave, and yet giving in this small compass, practice in rhythm, modulation, and, as far as feasible, in vocalization.

All of which is respectfully submitted,

JULIUS EICHBERG,

Gen. Supervisor of Music, and Teacher of Music in the High Schools.”

Schedule of Mr. Eichberg's times for Visitation and Instruction in the High Schools.

GIRLS' HIGH SCHOOL.

Tuesday and Friday.

9 o'clock,	Junior Classes, Sect. A—F.
10 “	Junior Classes, remaining Sections.
11 “	Middle Class.
12 “	Senior Class.

HIGHLANDS HIGH SCHOOL.

Monday and Thursday.

9 o'clock,	Junior Class.
10 "	Middle and Senior Classes.

DORCHESTER HIGH SCHOOL.

Monday.

11.30 o'clock,	Junior Classes.
12.15 "	Middle and Senior Classes.

LATIN SCHOOL.

Saturday.

10 o'clock,	Entering Class.
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ENGLISH HIGH SCHOOL.

Wednesday.

9 o'clock,	Entering Class.
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Saturday.

9 o'clock,	Upper Classes.
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Remaining hours devoted to visiting the lower grades, such as Grammar, Intermediate and Primary Schools.

In the *Normal School*, a thorough course of instruction is given by Mr. Mason, the object of which is to enable the young ladies of that institution to understand and to teach the elements of music in their turn. One hour each week is devoted to such teaching. The lessons are given on Fridays, from one till two o'clock P. M., and, we venture to add, are among the most interesting and useful of all the musical exercises given in the schools.

The development and growth of the musical instruction in the Boston Public Schools has been a matter of time. It is now more than forty years since the first attempts were made towards the introduction of music as a branch of common school education in this city. It was several years after the first agitation of the subject before it existed as a recognized department of study. In 1857 the School Board appointed a Standing Committee on Music, to whom was delegated the especial care of this branch of instruction. But even then, and for several years afterwards, the teaching was mainly confined to the two upper classes of the Grammar, and to the Girls' High and Normal Schools. It was not till July, 1864, that a special instructor in music was furnished for the Primary Schools; only in 1868 was the further step taken of providing a special instructor for the lower classes of the Grammar Schools; and not until the present year has the chain of progressive instruction been completed, by the formal establishment of music, as a recognized branch of study in all the High Schools of the city.

By such slow and gradual steps has this branch of public instruction arrived at its present stage of existence. That it is yet imperfect in many respects, none are so conscious as those whose duty it has been in all these years to watch over and guide its hesitating and painful progress. But, for the simplicity of its plan, for thoroughness of teaching, for good adaptation of means to the end, for abundant and legitimate results, combined with a careful economy of administration, we venture to claim for it,

even now, a place beside the best-tried systems of public musical education.

THE FOURTEENTH ANNUAL MUSICAL EXHIBITION of the schools (the fifth of the regular series), took place, under the direction of the Committee on Music, on the twenty-second day of May, at the accustomed hour and place. The performances this year were confined to the pupils of the upper Grammar classes, and a selection from the Latin and High Schools, to the number in all of about twelve hundred.

The attraction of a large and efficient orchestra and the organ was added; the whole under the conductorship of Mr. Eichberg.

The following was the programme: —

I. VOLUNTARY ON THE ORGAN, *by Mr. Sharland.*

II. CHORAL, — “Praise God, ye People,” *Nicolaus Hermann.*

Sung in four parts by the Chorus of 1200 Pupils of the High and Grammar Schools.

III. SOLO AND CHORUS (in four parts), *Mendelssohn.*

From the Cantata, “Lauda Sion.”

The Soli will be sung by the Pupils of the Girls’ High and Normal, Highlands, and Dorchester High Schools.

IV. OVERTURE, — “Jubel,” *C. M. von Weber.*

By the Orchestra of the Harvard Symphony Concerts.

V. GLEE, — “Light and Laughing Summer Sky,” *Macfarren.*

VI. TRIO, — “The Heaving Billow,” *Verdi.*

VII. SAILOR CHORUS *Wallace.*

VIII. OVERTURE, — “Semiramide,” *Rossini.*

IX. CHORUS OF ANGELS (in four parts), *Sir Julius Benedict.*

From the Legend of St. Cecilia.

Sung by the Pupils of the Girls' High and Normal, Highlands, and Dorchester
High Schools.

X. SOLO AND CHORUS, from “Athalie,” . . . *Mendelssohn.*

Sol by the Pupils of the High Schools.

XI. TO THEE, O COUNTRY, — National Hymn. *J. Eichberg.*

WORDS BY MISS ANNIE P. EICHBERG.

To thee, O country, great and free,
With trusting heart we cling,
Our voices tuned by joyous love,
Thy power and praises sing.
Upon thy mighty, faithful heart
We lay our burdens down;
Thou art the only friend who feels
Their weight without a frown.

For thee we daily work and strive,
To thee we give our love;
For thee with fervor deep we pray,
To Him who dwells above.
O God, preserve our fathers' land,
Let Peace its ruler be;
And let her happy kingdom stretch
From north to south-most sea.

XII. SOLO AND CHORUS *J. L. Hatton.*

XIII. THE OLD HUNDREDTH PSALM.

The performances of this occasion, it is safe to say, fell in no degree behind those of any preceding year; while in some respects they surpassed, in excellence, all former efforts of the kind. For the first time in the history of these festivals, music of the highest order, in four parts (a portion of a cantata of Mendelssohn), was successfully attempted, the boys of the Latin and High Schools taking the tenor and bass parts.

These are always occasions of rare enjoyment, — unique in their kind, most touching and beautiful in their influence on the mind and heart of the listener. For many years these musical exhibitions of the schools have taken place annually in the Music Hall, before crowded and delighted audiences; and they have elicited the highest encomiums from competent judges, whether viewed as a spectacle merely, or an exhibition of the reality and efficiency, the promptness and order which belongs to and is a part of our system of public school instruction, — or as a musical performance of the very highest order of merit. "To witness the assembling and the quiet, reposeful and orderly conduct of the scholars upon the stage, and the brilliant *tableaux* they there present is in itself a sufficient inducement," as Chancellor Barnard once said of it, "for one to travel a hundred miles to see." Add to this that nameless charm which belongs to the young and fresh voices of children singing together in unison or in great harmonic masses, and we have an effect altogether unique and unparalleled.

In conclusion, your committee offer their grateful

testimony to the *esprit du corps*, the interest and diligent attention to their duty, and the entire harmony of purpose and of action manifested by the official corps of instructors in this department of our public service during the past year, as well as to the efficient aid and co-operation of the masters and teachers generally, all which have combined to produce the substantial results hitherto attained.

Respectfully submitted,

J. BAXTER UPHAM,

JOHN P. ORDWAY,

R. C. WATERSTON,

CHARLES L. FLINT,

FRANCIS H. UNDERWOOD,

WILLIAM B. MERRILL,

WARREN H. CUDWORTH,

Committee on Music.

REPORT
OF
SCHOOL COMMITTEE
ON
DRAWING.

REPORT.

UNDER the Order of the Board, of June 11th, 1872, the Committee on Drawing present the following Report: —

By the liberal appropriations of the Board, this committee has been able to inaugurate the system of instruction in drawing, which the reports of this department of public instruction for the past two years have endeavored to show the need of. The need of systematic work, competent instructors, and the education of the regular teachers in the schools, was insisted upon in the two previous reports. Acting upon the suggestions of those reports, the Board allowed this committee to appoint a general supervisor, whose technical knowledge of drawing and the proper ways of teaching it, and organizing schools, might enable them to successfully complete their plan. Mr. Walter Smith was appointed, on the recommendation of gentlemen amply competent to judge of his ability and our requirements, and the work of the year has been under his direction. In justice to Mr. Smith, however, it should be stated that he arrived in this country after the term had commenced, and the school work in other branches provided for, and as the instructors in drawing already employed by the city needed information of the new methods Mr. Smith proposed to introduce, much time was lost.

This committee has always insisted upon the im-

portance of requiring the regular teachers to give all the elementary instruction in drawing, and they found Mr. Smith quite ready to adopt this opinion. Classes were organized for the Grammar and Primary teachers at the Appleton-street School, on alternate Wednesdays; and the supervisor, aided by Messrs. Barry, Hitchings, Furneaux and Nutting and Miss Bailey, commenced the teachers' course, of which a synopsis will be given below. The lessons thus received were repeated by the teachers in the schools, and thus, in a few weeks, without in any way interfering with the authorized text-books, new information was imparted to all the pupils. A careful examination was held during the winter, and the results of this course of instruction were found to be highly satisfactory.

The entire work done in the department of drawing may be divided into four classes: first, the instruction in the Primary and Grammar schools, given by the regular teachers; second, that in the High schools, given by the special instructors; third, the instruction of the teachers in the Normal Art School in Appleton street; and, fourth, the free evening classes. The work in each of these classes will be described in order, because for the first time the results have enabled the committee to present to the Board a definite programme, and it is desirable that the Board should be informed on the grounds upon which it is constructed before being called upon to consider it, especially as the Exhibition of Drawings, in May, possibly conveyed a wrong impression of the course already pursued. And here the committee would state that no drawing will be admitted

to these exhibitions in future which has not been made in the school by which it is presented, and made in the regular course of instruction of the same year. The committee wholly condemn the practice of preparing special exhibition drawings, either at home or at school, and consider the regular work the only proper subject for exhibition.

PRIMARY SCHOOLS.

The subjects taught are free-hand drawing on slates, from outlines on the blackboard or charts, and the estimation of forms and distances. Under the new programme, the teachers would place on the board graded outlines, and the three lower classes would copy them on slates, while the upper classes copy more difficult subjects on paper or in blank-books. The charts and cards now in use will answer this purpose, if supplemented by the work of the teachers on the board,—especially if the teachers avail themselves of the hand-book of blackboard drawing, soon to be published by Mr. Smith. Memory lessons and dictation exercises are provided for, and the children will commit to memory the definitions of Plane Geometry, as at present in the lower classes of the Grammar schools. Great variety should be given to the exercises in these schools, and the four half-hours each week devoted to them may easily be made, by a competent teacher, opportunities for object-teaching and recreation, without in any way diminishing the value of the instruction.

GRAMMAR SCHOOLS.

Of course most of the work in drawing will be done in the Grammar schools. The lessons proposed are

three half-hour exercises each week. One third of the class will draw on the board each lesson. Half of the page of the text-book is to be used in copying the design given by the teacher on the board. The subjects will include free-hand outline of ornament, and objects placed on the board by the teacher; map-drawing, and drawing from the solid model; memory drawing and dictation exercises; geometrical drawing. To carry out properly this plan, each school should be provided with a set of geometrical models and solid forms; and the teachers with dividers, and flat rulers, with inches marked upon them, to aid in the geometrical and perspective work on the board. At present, those schools where the teachers have reproduced the lessons given at the Normal Art School in their own schools, the standing of the classes is quite satisfactory; and it was a very noticeable feature of the exhibition in May that the school which exhibited the best work last year, but which was apparently satisfied with that, and took no part in the Normal lessons, this year was nearly at the foot of the list; where the proper advantage had been taken of the excellent instruction provided by the committee, the work was so much improved as to be noticed by any casual observer of the two exhibitions. The instruction will be given entirely by the regular teachers, and the examinations conducted by the supervisor and special instructors.

HIGH SCHOOLS.

In the Latin School the instruction has been partial, and confined to the lower classes, and so quite elementary. In the High School all the pupils have

been under the instruction of the special instructors, Mr. Edward R. Clark having been appointed late in the school year, at the request of the High School committee, to take charge of the instrumental drawing, which was required to fit the pupils for admission to the Institute of Technology. Except for this special purpose, the use of instruments should perhaps be confined to the lower classes. In the Roxbury High School, Mr. Barry was assigned to assist Mr. Nutting, in the early spring. In the Dorchester High School, also, the progress has been satisfactory.

An order has been brought before this Board to appropriate \$600 for the purchase of suitable models for the High schools, in accordance with the recommendation of the supervisor of drawing. He says:—

“I wish to draw the attention of the committee to the fact that in none of these schools, is any collection of flat copies or models, whereby the teacher can give advanced instruction, except such objects as have been obtained indiscriminately, and which the drawing committee, in its last report, noticed as being not altogether satisfactory in the case of the Roxbury High School.

“There is need of proper examples in all the High schools, and the instruction given will not be satisfactory until they are supplied. Work from the text-books and blackboard are both good in their several ways, but they are only the beginning of elementary instruction, and the teacher, however skilful, cannot teach model and object drawing by their help only, without the assistance of actual models and objects. The time has arrived when such are required, and could be most usefully studied from in the High schools, and I would therefore ask the committee to supply them. At present, I am sending a few copies to each school from the Normal Art School, on loan; but this decreases the Normal School collection, which is not very extensive for its own wants.”

The Cambridge High School has procured, through the chairman of the committee, an excellent set of models, casts, and flat examples, as recommended by

Mr. Smith, and other towns have applied for similar lists. Owing to the time necessarily consumed in importing these materials, it is much to be regretted that the Committee on Accounts have not been able to act on this order before the summer recess.

TEACHERS' NORMAL SCHOOL.

Although little has been said about this school, your committee deem its establishment the most important step taken by the city of Boston in the Art Education of the Public Schools. With very slight expense to the city, all the teachers are enabled to fit themselves thoroughly in this department for the duties required of them by the school board. The teachers have generally appreciated the advantages thus offered, and not elsewhere obtainable, and have attended faithfully, and with good results. Especial commendation should be given to the masters who have aided the supervisor and his assistants by their sympathy and constant attendance. The teachers in the High schools were not provided for until late in the season, and a special class was formed for them. Another year it will be advisable for all who have not passed an examination and obtained certificates, to attend these classes.

The following abstract of the Report of the supervisor to the committee is appended:—

“The drawing in the Boston schools during the year 1871–2 has been carried on in accordance with the regulations of the school committee, the text-book adopted by the committee being used, as in previous years. The instruction in drawing given to the teachers, at the Normal Art School, has however, influenced their own teaching in the Grammar and Primary schools, the lessons received having been generally reproduced for the pupils in those

schools by the teachers. About one half of the work done in drawing by the Grammar school scholars has been from the blackboard, though this has been the case only where the teachers have attended the lessons at the Normal School of Art.

“The experience of the year has shown that very rapid progress is made in the study of drawing by teachers who attend the classes, and as all teachers are now required to give instruction in the subject to their pupils, those who have not yet become proficient should attend the classes during the coming session.

“The course of drawing laid down in the printed scheme of instruction, both as to subjects and examples, must be adhered to by the teachers, and those who do not feel qualified to carry it out are advised to seek instruction in the subjects they have to teach, as provided by the school committee.

“An examination of the Grammar schools, held in February, 1872, displayed much excellent teaching.

“In the Primary schools a large proportion of the work has been from the blackboard, the subjects being lessons received by the teachers at the Normal Art School, the remainder carried out on the instructions issued by the published regulations of the school committee.

“In the Latin and High schools the drawing has been scarcely less elementary than in the Grammar schools with the exception of the English High School, drawing suitable to the ages and capacities of the pupils being impossible without examples with which to give instruction.

“In all the schools, the drawing has been better than might have been expected under the circumstances; but, upon a plan which embraces special subjects in progressive order for all the graded schools and each class in them, supplemented by proper appliances to make the teaching efficient, very much better results may be looked for in future years.”

On June 19, 1872, an examination of the teachers who had attended the Normal Art School was held, with the following results. The attendance was voluntary, and certificates, or certificate cards, were awarded to the following-named persons, in the departments indicated by the star: —

*Result of Teachers' Examination in Freehand, Model and Memory Drawing,
June 19th, 1872.*

	<i>Free- hand.</i>	<i>Model</i>	<i>Mem.</i>		<i>Free- hand.</i>	<i>Model</i>	<i>Mem.</i>
Atwood E. C.	*	*	*	Boynton A. E.	*	—	*
Abbott S. B.	*	*	*	Bowler E. F.	*	*	*
Allen A. M.	*	*	—	Bowman L. H.	*	—	*
Ames M. E.	*	*	*	Bunker A.	*	*	*
Adams E.	*	*	—	Bicknell A. T.	*	—	*
Alline L. M.	*	*	*	Bonney I.	*	*	*
Allison M. J.	*	*	*	Baker A. W.	*	*	*
Allen M. E.	*	*	*	Bonney S. R.	*	*	*
Austin S. E.	—	*	*	Burrill M. Q.	*	*	*
Bradley F. H.	*	*	*	Bearse S.	*	—	*
Burgess L. L.	*	—	*	Balch A. M.	*	—	*
Blacker E. F.	*	*	*	Brown E.	*	*	—
Baker C. A.	*	*	—	Bates C. J.	*	—	—
Bailey M. L.	*	*	—	Boardman W. L. P. . .	*	*	*
Barney M. L.	*	*	*	Bolman H. M.	*	—	—
Burrill E. F.	*	*	*	Bird L. W.	*	—	—
Burgess D. K.	*	*	*	Brooks F. N.	*	*	—
Bacon L. E.	*	*	*	Bartlett M. A.	*	*	*
Bird E. L.	*	—	—	Brown D.	*	*	*
Barton E. L.	*	*	*	Baker A. L.	*	—	*
Blanchard K. E.	*	*	*	Bettis H. A.	*	*	*
Buffum M. E.	*	*	*	Bartlett L. C.	*	*	*
Blackinton I. F.	*	*	*	Balch C. H.	*	*	*
Bicknell W.	*	*	*	Barrett A. H.	*	*	*
Baker M. A.	*	*	*	Bowles S. R.	*	—	—
Brooks M. W.	*	—	*	Baldwin C. E.	*	*	*
Bullard I. M.	*	*	*	Burge A. C.	*	—	*

NOTE. — *Teachers' Certificates* in Freehand Outline Drawing will be issued to those teachers who have successfully passed this examination and proved their ability to teach by their pupils' work.

Certificate Cards will be issued to those who have successfully passed this examination in Model and Memory Drawing; *Teachers' Certificates* will be issued after proven competency by class-work.

See Circular issued June 1st, 1872, by authority of Committee, in appendix.

Teachers' Examination. — Continued.

	<i>Free-hand.</i>	<i>Model</i>	<i>Mem.</i>		<i>Free-hand.</i>	<i>Model</i>	<i>Mem.</i>
Brown D. C.	*	*	*	Corliss A T.	*	—	—
Buckingham L. H. . . .	*	*	*	Cummings M. A.	*	*	*
Boynton E. P.	*	*	*	Cox E.	*	*	—
Brigham A. A.	*	*	*	Cherrington J. B. . . .	*	—	*
Bense J. A.	*	*	*	Chapman C. E.	*	*	—
Blanchard R. N.	*	*	*	Cooper A.	*	*	—
Baker S. J.	*	*	*	Chadwick J. W.	*	—	*
Beal A.	*	*	*	Crombie H.	*	*	*
Brackett C. M.	*	—	*	Cashman M. H.	*	—	—
Bond A. E.	*	*	*	Crocker M. A.	*	—	—
Brickett S. O.	*	—	*	Chandler S. F.	*	*	*
Baker E. I.	*	*	*	Carter M. S.	*	*	*
Bigelow C. B.	*	*	*	Collins A. E.	*	*	*
Blanchard L. F.	*	*	—	Cutter F. J.	*	*	—
Bean L. F.	*	—	*	Conant C. F.	*	*	*
Bird L. H.	*	—	—	Cheney E. B.	*	*	*
Brown E. L.	*	*	*	Crozier C. S.	*	*	*
Beckler M. L.	*	—	*	Cushman A. L.	*	—	—
Berry A. H.	*	*	*	Cook L. I.	*	*	*
Boothby A.	*	—	*	Crocker S. E.	—	—	*
Ballard G. A.	—	*	*	Crotty Miss	—	*	*
Bullard I. W. W. . . .	*	*	*	Davis L. E.	—	*	*
Boston A. F.	—	*	*	Damon M. M.	*	*	*
Bradeen A. A.	—	—	*	Duncan M.	*	*	—
Cummings M. L.	*	*	*	Duncan A. J.	*	*	*
Cushman N. I.	*	—	—	Draper H.	*	*	*
Clapp H. L.	*	*	*	Davis M. A.	*	*	*
Capen C. J.	*	*	*	Dunnels L. J.	*	*	*
Cook C. E.	*	*	*	Dunbar H. M.	*	*	*
Chase L. M.	*	*	*	Donald F. M.	*	—	—
Chamberline A. W. . .	*	—	*	Dutton S. A.	*	—	*
Copp S. J.	*	—	*	Dewey F. B.	*	—	—
Crocker E. F.	*	*	*	Danforth A.	*	—	—
Clark A. E.	*	—	*	Dodge K. L.	*	*	*

Teachers' Examination. — Continued.

	<i>Free-hand.</i>	<i>Model</i>	<i>Mem.</i>		<i>Free-hand.</i>	<i>Model</i>	<i>Mem.</i>
Davenport H. E.	*	—	*	Ford A. E.	*	*	*
Davis A. A.	*	*	*	Frizzell S.	*	*	*
Dunton L.	*	*	*	Farley S.	*	—	—
Downe M. A.	*	*	*	Foster E. E.	*	—	*
Drake M. E.	*	*	*	Ford M. A.	*	*	*
Davis M. E.	*	—	*	Fraser A. M.	*	—	—
Easton E. M.	*	*	—	Frye S. E.	—	*	—
Evert E. M.	*	*	*	Foster S. S.	*	*	*
Ellis A. C.	*	*	—	Fisher S. E.	*	*	*
Ellis S. F.	*	*	*	Ford A. W.	*	*	—
Everett A. L. W. . . .	*	*	*	Freeman E. A.	*	*	—
Emery T. J.	*	*	*	Fillebrown A. G. . . .	*	*	—
Eliot C.	*	—	*	Garrett S. L.	—	—	*
Emery J. F. P.	*	*	*	Gragg C. A.	*	*	*
Eliot E. B.	*	*	*	Gerry L. I.	*	*	*
Eaton E. L.	*	*	*	Gerry M. L. H.	*	—	—
Emmons L.	*	—	*	Gallagher S. A.	*	*	—
Emmons E. S.	*	—	*	Gerry M. C.	*	*	*
Edes M. C.	*	*	*	Gilbert A. M.	*	*	*
Endicott W. E.	*	*	*	Gragg G. E.	*	*	*
Frost N. J.	—	—	*	Gray F.	*	*	*
Fogarty M. E.	*	*	*	Gore M. L.	*	*	*
Fay E. A.	*	*	*	Goss E. I.	*	*	*
Fisher E. G.	*	*	*	Gould C. B.	*	*	*
Fisher L.	*	*	*	Gibbs M. A.	*	*	*
Fuller S.	*	*	*	Graham S. A.	*	—	*
Fisher C. T.	*	*	*	Gavet M. A.	*	*	—
Fisher E. C.	*	—	—	Gavet A. R.	*	*	*
Hilton F. E.	*	*	*	Gould E. T.	*	*	—
Fisk L. A.	*	—	—	Gray J. A. C.	*	—	*
Fisher A. E.	*	*	*	Gillett M. L.	*	—	*
Foster M. M.	*	*	—	Gould E. C.	*	*	—
Faxon H. M.	*	—	—	Gardner M. E.	*	—	*
Fessenden L. O.	*	*	*	Halcott E. B.	—	—	*

Teachers' Examination. — Continued.

	<i>Free-hand.</i>	<i>Model</i>	<i>Mem.</i>		<i>Free-hand.</i>	<i>Model</i>	<i>Mem.</i>
Holland M. L.	—	*	—	Holt E. H.	*	*	*
Hintz E. L. B.	*	*	*	Herrick S. N.	*	*	—
Hall M. C.	*	*	*	Hovey L. J.	*	*	*
Hussey F. W.	*	*	*	Jefferds L. L.	*	—	*
Hooper G.	*	*	*	Johnson H. E.	*	*	—
Hudson A. L.	*	*	*	Jenkins M. A.	*	*	—
Hurlbutt L.	*	*	*	Johnson E. R.	*	*	*
Hall E. P.	*	*	*	Jameson I.	*	*	*
Haskins S. E.	*	*	*	Jennison C. E.	*	*	*
Hammond A. S.	*	*	*	Joslin R. R.	*	*	*
Hamblin S. D.	*	*	—	Johnson L. F.	*	—	*
Horr S. B.	*	*	*	Jacobs M. C.	*	*	*
Hills H. M.	*	*	*	Jones D. W.	*	*	*
Higgins N. T.	*	*	*	Johnson P.	*	*	*
Hoyt E. G.	*	*	*	Jenkins A. L.	*	*	*
Hanna I. M.	*	*	*	Johnson M. E.	*	*	*
Henshaw M.	*	*	—	Johnston M. E.	*	—	*
Harrington E. M.	*	*	—	King C. F.	*	*	*
Halliday M. C.	*	*	*	Kimball C. F.	*	*	*
Heard O. C.	*	*	*	Kelley E. I.	*	—	*
Howard M. L.	*	*	*	Kelley M. P.	*	—	—
Hearsey S. E.	*	*	*	Kyle M.	*	*	*
Holbrook, M. E.	*	*	*	Kelley A. T.	*	—	—
Harden C. H.	*	*	*	Keller E. M.	*	*	*
Horne E. T.	*	*	*	Kelven I. M.	*	—	*
Hunt E. A.	*	*	*	Kimball M. D.	*	*	*
Hotchkiss L. S.	*	*	*	Keat A. E.	*	*	*
Halstrick E.	*	*	—	Lothrop C.	—	—	*
Howe E. L.	*	*	*	Litchfield C. S.	*	*	*
Howe E. L.	*	*	*	Lewis H. A.	*	*	*
Hubbard D. B.	*	*	*	Leonard A. M.	*	*	*
Hamlin D. A.	*	*	*	Lothrop H. S.	*	*	*
Hewes C. L.	*	*	*	Leary O. E. G.	*	*	*
Hosmer S. H.	*	*	*	Light M. F.	*	*	*

Teachers' Examination. — Continued.

	<i>Free-hand.</i>	<i>Model</i>	<i>Mem.</i>		<i>Free-hand.</i>	<i>Model</i>	<i>Mem.</i>
Long J. F.	*	*	*	Morse M. A.	*	—	—
Lincoln C. I.	*	*	*	Marshall F.	*	*	*
Lovell S. E.	*	*	*	Mansfield E. W.	*	*	*
Lothrop E.	*	*	—	Morse L. S.	*	*	*
Lothrop L. I.	*	*	*	Masters M. L.	*	*	*
Lund A. M.	*	*	—	Melville E. A.	*	*	*
Leavitt I.	*	*	*	May A.	*	*	*
Lakeman L. S.	*	*	*	McKenzie A.	*	*	—
Lanwig M. G.	*	*	*	Maxfield J.	*	—	*
Lyon A. I.	*	—	*	Mason C. A.	*	—	*
Lancaster E. M.	*	*	*	McIntyre J. A.	*	*	*
Loring S. W.	*	*	*	Miller M. L.	*	*	*
Ladd M. G.	*	*	*	Neill A. M.	—	*	—
Lynch C. M.	*	*	—	Newell A. E.	*	—	*
Long W. H.	*	*	*	Newell O. S.	*	*	—
Lawrence I. B.	*	*	*	Neale M. F.	*	*	*
Metcalf, R. A.	*	*	*	Norris J. O.	*	*	*
Maynard E. E.	*	*	*	Nickerson C. K.	*	—	*
Mitchell M. A.	*	*	—	Nelson C.	*	*	*
Morse E. E.	*	*	*	Neal G. W.	*	*	*
Murphy K. M.	*	*	*	Nason M. E.	*	—	—
Meador I. P.	*	*	*	Oliver E. M.	*	*	*
Morse M. E.	*	*	—	Oliver A. S.	*	*	*
Morse M. E.	*	—	*	Ottiwell M. E. H.	*	*	*
Meserve A.	*	*	*	O'Connor M. J.	*	*	*
Marble A.	*	*	*	Page M. E.	—	*	—
Miner H. B.	*	*	*	Pratt H. E.	*	*	*
Monroe I.	*	*	*	Peek E. B.	*	*	*
Macdonald A. E.	*	*	*	Pond M. W.	*	*	—
Mills, S. J.	*	*	*	Purce A. C.	*	—	*
McKean A. L.	*	*	*	Philbrick H. A.	*	*	*
Melvin C. G.	*	*	*	Pronk M. P.	*	*	—
Monroe L. F.	*	*	*	Preston L. R.	*	*	*
Mitchell M.	*	*	*	Parker E. J.	*	*	*

Teachers' Examination. — Continued.

	<i>Free- hand.</i>	<i>Model</i>	<i>Mem.</i>		<i>Free- hand.</i>	<i>Model</i>	<i>Mem.</i>
Page J. A.	*	*	*	Reed A. L.	*	*	*
Palmer M. A.	*	*	*	Ruggles O.	*	—	—
Pendleton L. B.	*	*	*	Synett S. T.	—	*	—
Perry S. F.	*	*	*	Swan S. H. M.	*	*	*
Page E. I.	*	*	*	Shorey S. H.	*	*	*
Pope E. A.	*	*	*	Stickney J. H.	*	*	*
Parker E. S.	*	—	—	Silver I. B.	*	*	*
Putnam G. B.	*	*	*	Symmes S. W.	*	*	*
Putnam C. P.	*	—	*	Simpson P. H.	*	*	*
Pickering E. A.	*	*	*	Stetson L. J.	*	*	*
Pevenr E. M.	*	—	*	Snow J. D.	*	—	*
Perkins G.	*	—	*	Shaw M. A.	*	—	*
Powell M. E.	*	*	*	Shepard S. K.	*	—	*
Payson I. P.	*	*	*	Smith M. C.	*	*	*
Page E. H.	*	*	*	Swain E. O.	*	*	*
Puffer D.	*	—	*	Swain E.	*	—	*
Parker W. S.	*	*	—	Stone S. C.	*	*	*
Porter L. M.	*	—	—	Smith I.	*	*	*
Peeler M. F.	*	*	*	Stockman F. L.	*	*	*
Page O. M.	*	—	—	Shephard S. L.	*	*	*
Rowe S. F.	*	—	—	Simonds C. M.	*	—	*
Reed A. E.	*	—	—	Seaver C.	*	*	*
Ribas H. R. G. D.	*	*	*	Severance A.	*	*	*
Reed A. I.	*	*	*	Sprague, M. S.	*	*	*
Reed E. C.	*	*	*	Shannon E. L. P.	*	*	—
Russell S. F.	*	*	*	Sylvester A. L.	*	*	*
Robbins C.	*	*	*	Sherburne M. B.	*	*	*
Russell A. B.	*	—	*	Stoddard A. J.	*	*	*
Redding L. M. A.	*	*	*	Sawtelle E. C.	*	*	*
Richards M. L.	*	*	*	Sylvester F. M.	*	—	—
Rich R. G.	*	—	*	Stone A. M.	*	*	—
Robie R. E.	*	—	—	Smith E. N.	*	—	—
Rayne H. L.	*	*	*	Shedd A. E.	*	—	*
Reid I. F.	*	*	*	Sherwin M. M.	*	*	*

Teachers' Examination. — Concluded.

	<i>Free-hand.</i>	<i>Model</i>	<i>Mem.</i>		<i>Free-hand.</i>	<i>Model</i>	<i>Mem.</i>
Torrey F.	—	—	*	Weir A. T.	*	—	—
Towle E. E.	*	*	*	White L. B.	*	—	*
Travis C. B.	*	*	*	Whitman M. F.	*	*	*
Tappan M. F.	*	*	*	Woolson M.	*	*	*
Tucker E. I.	*	*	*	Whipple J. G.	*	—	*
Trow M. E.	*	*	*	Wood H. M.	*	*	*
Tinkham L. E. T.	*	*	—	Williams A. M.	*	*	*
Towle M. C. R.	*	*	*	Wheelwright C. L.	*	—	—
Turner E. M.	*	*	*	Wallace K. M.	*	—	—
Turner S. A. M.	*	*	*	Winning M. F.	*	—	*
Toland M. G. A.	*	—	*	Welch O. A.	*	*	*
Tufts A. S.	*	*	*	Worsley I.	*	—	*
Turner F. H.	*	*	*	Wales E. S.	*	*	*
Turner E. A.	*	*	*	Ward J. T., jr.	*	*	*
Todd E. F.	*	—	*	Whipsey M. C.	*	—	*
Upham D. M.	*	—	—	Woodman M. N.	*	*	*
Varney S. E.	*	*	*	Walcott E. B.	*	—	—
Valentine E. K.	*	*	*	Williams C. P.	*	*	*
Walsh M. F.	*	*	—	Wood E. F.	*	*	*
Wright E. F.	*	*	*	Wyman E. F.	*	*	*
Wasgatt G. E.	*	*	*	Wentworth J. W.	*	*	*
Wheeler S. M.	*	—	*	Wason T. H.	*	*	—
Wait D. O.	*	*	*	Walker C. C.	*	*	*
Weed H. N.	*	*	*	Whittredge E.	*	*	*
Walton E. B.	*	*	*	White L. E.	—	*	—
Whitman A. G.	*	*	*	Wallis E. R.	—	*	—
Wallis, E. R.	*	—	*	Young, M.	*	—	*
Welch C. F.	*	—	*	Young H. M.	*	—	*

It was decided by the committee to award certificates of competency to superintend instruction in free-hand outline drawing, without further examination, to the masters of the Grammar schools.

FREE EVENING SCHOOLS.

A class, under the charge of Mr. Bradford H. Locke, was formed at the evening High School in Mason street, to teach the elementary geometrical drawing, as a preparatory course for the school at the Institute of Technology, and it seemed to serve a useful purpose, enabling some to continue their other studies at this school while learning drawing, and saving the more advanced classes from incompetent pupils.

At the Appleton-street school, the upper story had been devoted to art purposes, and had been supplied with desks and seats, but so much delay was made in the lighting apparatus, that when the school assembled on the evenings of November 6 and 7, in accordance with the rules, we were obliged to dismiss the classes until November 13, when the school was regularly opened under the charge of Mr. Charles Furneaux.

The school was divided into three classes; one working from outline blackboard drawings; the other two from flat examples and casts kindly loaned by Prof. Wm. R. Ware, of the Institute of Technology. Sixty examples, mostly from the published series of Mr. W. Smith, were given to the class in outline, and then the work became individual rather than class-teaching. Outlines of flat examples of ornament, flowers, foliage, etc., outlines of solid forms, vases, geometric solids, flowers from nature, shading from flat examples of animal and human form, landscapes, etc., and shading from the cast, required the attend-

ance of more teachers than we could obtain, and the greatest credit is due to the gentleman who carried the school through so successfully, under so many difficulties as the teachers had to encounter. Messrs. F. B. Morse, C. F. Stone, and J. B. Hambly were the assistants, and they all most faithfully discharged the duties assigned them.

The casts, models and examples procured for the city werè delayed in England, and the casts were not ready for use until January 16th, and the flat examples (which had to be mounted) not until January 23d. An exhibition of this excellent apparatus was opened to the public at the school-rooms, and it excited great interest. The list of casts is here given :—

Reduced copies of two female torsi.

- “ statuettes from tombs of the Medici, by M. Angelo.
- “ “ Hercules from British Museum.
- “ “ Farnese Hercules.
- “ “ anatomical, displaying superficial muscles.
- “ “ Dying Gaul.
- “ “ Venus of Milo.

Small male torso, from British Museum.

Terminal Pan “ “ “

Bust of Young Augustus.

- “ Diomedè.
- “ Clytie.
- “ Homer.
- “ Apollo (Pourtales).
- “ Dione.

Mask of Julia Pia, on pedestal.

- “ two children of Niobe.
- “ Juno.
- “ Dying Alexander.
- “ Antinous.
- “ Clytie.

Mask of Diomede.

“ Venus of Milo.

“ Queen Elizabeth.

“ Madonna, of M. Angelo.

Slab from Halicarnassus.

Four panels with heads, by Donatello.

Three panels of anatomical studies of horse, lion, and antelope.

Small bas-relief of St. Anne, by Donatello.

“ cast of a horse.

“ “ cow.

“ “ dog.

“ “ stag.

“ “ lion.

“ “ goat.

Twelve small heads of various animals.

Twelve hands and feet, and sections of face of David, by M. Angelo.

Two small groups of oranges and lemons.

Two casts of thistle-leaves.

Small group of apples.

Large, ditto.

Cast of a cluster of blackberries.

“ “ cherries.

“ “ plums.

“ “ apples.

“ “ plums (small).

“ pine-apple.

“ bunch of grapes.

“ gourd and leaf.

“ leaf of castor-oil plant.

Twelve assorted casts of leaves.

Two casts of melons.

ORNAMENT.

GREEK.

Stele-top from British Museum.

Echinus moulding.

Scroll from choragic monument of Lysicrates.
 Three pointed stele-top.
 Section of frieze from the Erechtheum.
 Two rosettes from the tomb of the Scipios.

ROMAN.

Large scroll from Trajan's Forum.
 Frieze with boys and vase from Trajan's Forum.
 Small acanthus scroll.
 Four rosettes from the capitol.
 Rosettes from Santa Maria del Popolo.
 Florentine panel with Swan.
 Nest of pilaster in the villa Medici.
 Panel with griffin.
 Enriched moulding.

RENAISSANCE.

Four pilasters from the tomb of Louis XII.
 Pilaster from St. Denis.
 " " the Madeleine.
 " in three sections (Florentine).
 Portion of the architrave with eagle, from Ghiberti's gates at Florence.
 Three pieces, egg-plant, pomegranate, and bird, portions of the same.
 Three portions of a frieze in Westminster Abbey, by Torregiani.

GOTHIC.

Finial from Lincoln Cathedral.
 Capital from the Temple Church.
 " " Stone Church, Kent.
 Spandril " " " "
 Two small carved panel traceries.
 Moulding boss.

BYZANTINE.

Panel from Bonn.
 Cast of a portion of a hinge from Notre Dame, Paris.

SARACENIC.

Two panels from the Alhambra.

VENETIAN.

Four pilasters.

Two small panels.

Two panels with griffins.

A set of the five orders of architecture, vases and capitals.

Eight small vases from terra-cotta.

Five Majolica vases and several Wedgewood vases and vase-forms.

Geometrical solids and stand.

The collection also embraced nearly a thousand flat examples, in crayon, colors, sepia, both French and English, and forming a very complete set in that department. A large portion were mechanical or architectural, and these have been used at the school at the Institute of Technology.

At Appleton street 322 students were registered, but the greatest number considered as belonging to the school was 170; the average attendance for the term, 65; males 51, females 14. Greatest number present at any one night, 91; least, 23. Of those who continued through the term, 26 were pupils of last year's classes. 23 occupations were represented. As a result of an examination conducted by the committee and Mr. W. Smith, May 6th, in the absence of the regular instructors, the following pupils were awarded certificates in the designated branches: —

	FREEHAND.		MODELS.	
	<i>Good.</i>	<i>Excellent.</i>	<i>Good.</i>	<i>Excellent.</i>
Joseph F. Pratt	*	—	*	—
Augusta L. Brigham	*	—	—	*
Mary E. Clapp	*	—	*	—
William Lawrence	*	—	*	—
Elizabeth R. Drowne	—	—	*	—
Caroline A. Mason	*	—	*	—
L. D. Cudworth	*	—	*	—
Herman Vogel	*	—	—	*
Mary D. Day	*	—	*	—
Mary A. Ford	*	—	*	—
Emma R. Plaisted	*	—	*	—
N. Levin	—	*	—	*
Andrew C. Fenerty	—	*	*	—
L. Anna Dudley	—	*	*	—
Jennie L. Tower	—	*	—	*
D. Fausel	—	*	—	*
Herbert Gleason	—	*	*	—
Thomas Grady	*	—	—	—
Edward Leizapot	*	—	—	—
Clara S. Fisher	*	—	—	—
Lillie Smith	*	—	—	—
Ella C. Wedger	*	—	—	—
William P. O'Connor	*	—	—	—
Edward Dewson	*	—	—	—
Clara M. Lee	*	—	—	—
Caroline B. Bigelow	*	—	—	—
Elizabeth P. Dukes	*	—	—	—
Annie E. L. Parker	*	—	—	—
George McKinney	*	—	—	—
J. R. Heywood	*	—	—	—
Charles A. Sampson	*	—	—	—
O. F. Schlegel	*	—	—	—
Michael Buckley	*	—	—	—
Timothy O'Brien	*	—	—	—

	FREEHAND.		MODELS.	
	<i>Good.</i>	<i>Excellent.</i>	<i>Good.</i>	<i>Excellent.</i>
Sarah Gallagher	*	—	—	—
Louis P. Pfau	*	—	—	—
Edward A. Huchener	*	—	—	—
Frank D. Kittredge	*	—	—	—
Arthur L. Jordan	*	—	—	—
Julia Renn	*	—	—	—
W. Slidensticker	*	—	—	—
Walter Dexter	*	—	—	—
Lillie C. Kempton	*	—	—	—
Louise M. Sweet	*	—	—	—
Herbert W. Gleason	*	—	—	—
Charles G. ———	—	*	—	—
Bernice DeMeritt	—	—	*	—
F. E. Rafferty	—	—	*	—
Carroll Faunce	—	—	*	—
L. F. Crosby	—	—	*	—
Anthony Hebrhahn	—	—	*	—
P. G. Gultbrandson	—	—	*	—
Charles F. Wall	—	—	*	—
R. Stinine	—	—	—	*
Christian Roas	—	—	—	*
David Weston	*	—	*	—

Examination of May 6th, 1872.

At the Institute of Technology new rooms were lighted and used, and the officers of that institution were untiring in their efforts to accommodate this school.

The class in ship-draughting was conducted by Mr. J. L. Frisbe, and was even more successful than the class of last year. Mr. C. S. Ward had charge of the class in geometrical drawing, comprising all the beginners. Mr. C. Willis Damon (who was the acting principal) gave the instruction in architectural drawing, and Messrs. Foster, Bates and Patch in mechanical. The attendance was good, and the classes here, as at the Appleton-street school, were remarkable for their excellent deportment,—no cases of discipline occurring, and the students passing out of the building without in the least disturbing the lectures in other parts of the house. The instructors in the Institute kindly loaned us models of machinery, etc., supplying a want which it is hoped our own apparatus may fill at some future time. The teachers of the evening school have, in addition to their regular duties, spent many additional hours, often late into night, assisting the chairman in preparing and distributing tickets, and getting the classes arranged and their work put in order. At the examination held May 7, 1872, certificates were awarded to the following-named persons in the designated departments:—

	<i>Geometrical Drawing.</i>		<i>Building Construct'n.</i>		<i>Machine Drawing.</i>		<i>Ship Draughts.</i>	
	<i>Good.</i>	<i>Excellent</i>	<i>Good.</i>	<i>Excellent.</i>	<i>Good.</i>	<i>Excellent.</i>	<i>Good.</i>	<i>Excellent</i>
Frank Rogers	*	—	—	—	—	—	—	—
J. E. Marshall	*	—	—	—	—	—	—	—
Charles Hatch	—	—	—	—	—	*	—	—
John Edwards	*	—	—	—	*	—	—	—
C. D. Barstow	—	—	—	—	—	*	—	—
F. W. Webber	—	—	—	—	—	*	—	—
G. W. Haskell	*	—	—	*	—	—	—	—
I. Redfearn	—	—	—	—	—	*	—	—
Wm. H. Miner	*	—	—	—	—	*	—	—
I. R. Coleman	—	—	—	—	—	*	—	—
Albert E. Downs	*	—	—	—	*	—	—	—
E. M. Bixby	—	—	—	—	—	*	—	—
D. D. Gifford	*	—	—	*	—	—	—	—
W. A. Turner	—	—	—	—	*	—	—	—
Wm. Kerr	*	—	*	—	—	—	—	—
A. F. Hayward	—	—	—	—	*	—	—	—
Thomas Alecott, Jr.	*	—	—	*	—	—	—	—
R. D. Clapp	—	—	—	—	*	—	—	—
Julius E. Ward	*	—	*	—	—	—	—	—
Frank A. Cady	—	—	—	—	*	—	—	—
H. R. Trask	*	—	*	—	—	—	—	—
I. B. Abbott	—	—	—	—	*	—	—	—
Silas P. Hamlin	*	—	—	—	*	—	—	—
J. D. Medland	—	—	—	*	—	—	—	—
Geo. A. Littlefield	*	—	—	—	*	—	—	—
Isaac Chase	—	—	—	*	—	—	—	—
H. C. Bagot	—	—	—	*	—	—	—	—
W. G. Pratt	*	—	—	—	—	*	—	—
J. C. McCammon	—	—	—	*	—	—	—	—
Isaac Ward	*	—	—	—	*	—	—	—
Charles Dean	—	—	—	*	—	—	—	—
R. W. Ewell	*	—	*	—	—	—	—	—
J. D. Driscoll	—	—	—	*	—	—	—	—

	<i>Geometrical Drawing.</i>		<i>Building Construct'n.</i>		<i>Machine Drawing.</i>		<i>Ship Draughts.</i>	
	<i>Good.</i>	<i>Excellent.</i>	<i>Good.</i>	<i>Excellent.</i>	<i>Good.</i>	<i>Excellent.</i>	<i>Good.</i>	<i>Excellent.</i>
J. Julian Silsby	—	*	—	—	—	*	—	—
J. F. Heath	—	—	—	*	—	—	—	—
Charles L. Drew	—	*	*	—	—	—	—	—
C. A. Davis	—	—	—	*	—	—	—	—
Wm. P. Edwards	—	*	—	—	*	—	—	—
J. W. Vickers	—	—	—	*	—	—	—	—
C. L. Reed	—	*	—	*	—	—	—	—
T. Holtie	—	—	*	—	—	—	—	—
H. L. Downing	—	—	*	—	—	—	—	—
D. Y. Davis	—	—	*	—	—	—	—	—
E. Q. Goodwin	—	—	*	—	—	—	—	—
George McLeod	—	—	*	—	—	—	—	—
Charles H. Darra, Jr.	—	—	*	—	—	—	—	—
Michael Mitchell	—	—	*	—	—	—	—	—
W. Lochant	—	—	*	—	—	—	—	—
C. O. Richards	—	—	*	—	—	—	—	—
Samuel Griffin	—	—	*	—	—	—	—	—
A. G. Emery	—	—	*	—	—	—	—	—
R. S. Wright	—	—	*	—	—	—	—	—
S. M. Morell	—	—	*	—	—	—	—	—
Ezra Crowe	—	—	*	—	—	—	—	—
W. P. Walsh	—	—	*	—	—	—	—	—
Stephen McDonald	—	—	*	—	—	—	—	—
Daniel McDonald	—	—	*	—	—	—	—	—
C. G. Foye	—	—	—	—	—	—	*	—
J. W. Hannam	—	—	—	—	—	—	*	—
James Burke	—	—	—	—	—	—	*	—
C. A. Bogan	—	—	—	—	—	—	*	—
W. A. Leydston	—	—	—	—	—	—	—	*
Joshua W. Wherren	—	—	—	—	—	—	—	*
Thomas P. Smith	—	—	—	—	—	—	—	*
W. A. Tolman	—	—	—	—	—	—	—	*
William Conelly	—	—	—	—	—	—	—	*

At the exhibition of the State Drawing Schools at the Horticultural Hall, in this city, in May, the schools were both very creditably represented.

The following table shows the number of drawings exhibited, and awards made:—

	DRAWINGS.			AWARDS.	
	Total.	Fr. H'd.	Instr'l.	*H. M.	Excel't.
Boston, . . .	282	101	181	40	10
Taunton, . . .	79	—	79	14	5
Northampton, . . .	8	—	8	2	1
Springfield, . . .	20	1	19	3	2
Haverhill, . . .	8	—	8	2	—
Lynn,	8	3	5	4	2
Lawrence, . . .	13	1	12	4	1
Lowell,	70	52	18	6	3
Newton,	20	—	20	1	—
New Bedford, . . .	24	—	24	3	2
Worcester, . . .	80	57	23	11	1
	612	215	397	90	27

The following are the awards of the degrees of excellence, according to the official report of the Board of Examiners:—

B O S T O N .

N. Levin,.....	Flat copy,..	Honorable mention,	Freehand Drawing.
T. O'Brien,	Object,	“ “	“ “
F. B. Oliger,.....	Flat copy ..	“ “	“ “
F. Orcutt,	“ ..	“ “	“ “
L. D. Cudworth, ..	“ ..	“ “	“ “
D. Fausel,	Object,	Excellent,	“ “
A. C. Fenety,	“	“	“ “
N. Levin,.....	“	Honorable mention,	“ “
N. Levin,.....	“	“ “	“ “
D. Fausel,	“	“ “	“ “

E. Lippold,	Flat copy, ..	Honorable mention,	Free-hand Drawing.
R. Sturn,	" ..	" "	" "
Martha E. Dean, ..	" ..	" "	" "
R. Sturn,	Object,	Excellent,	" "
J. E. Marshall,	"	Honorable mention,	Mechanical.
C. Hatch,	"	" "	"
A. E. Downs,	"	" "	"
T. Allecott, Jr.	"	" "	"
A. S. Downs,	"	" "	"
J. Ward,	"	" "	"
W. H. Chase,	Flat copy, ..	" "	"
S. Redfearn,	" ..	Excellent,	"
G. A. Haase,	" ..	Honorable mention,	"
D. O. Davis,	" ..	" "	Architectural Drawing
W. F. Lord,	Blackboard,	" "	Geometrical Drawing.
T. B. Pepper,	"	" "	" "
T. Smith,	Original, ...	" "	Ship Draughting.
J. Burke,	"	" "	" "
B. Furnald,	"	" "	" "
W. A. Lydston, ...	"	" "	" "
C. G. Frye,	"	" "	" "
C. H. Bogan,	"	" "	" "
C. H. Bogan,	"	Excellent,	" "
J. Burke,	"	"	" "
C. G. Frye,	"	"	" "
B. E. Furnald,	"	"	" "
C. A. Fitzgerald, ..	Object,	Honorable mention,	Building Construction.
C. S. Thompson, ..	"	" "	" "
J. W. Vickers,	"	" "	" "

C. L. Reed,	Object,	Honorable mention,	Building Construction.
J. G. Medland,	"	" "	" "
S. McDonald,	"	" "	" "
G. A. Haase,	Flat copy, ..	" "	" "
John W. Harris,	" ..	" "	" "
M. Mitchell,	Original, ...	" "	" "
Carl Richter,	"	" "	" "
R. S. Wright,	"	" "	" "
R. S. Wright,	"	" "	" "
H. C. Bagot,	"	Excellent,	" "
Charles Dean,	"	"	" "

In closing this third annual report, your committee present a programme for instruction in drawing,* which they ask the Board to adopt, in order that both teachers and pupils may have a clearly defined course for the coming year, and that the teachers may know what subjects they are required to teach. The greatest change is the substitution of the regular teachers for special instructors in the lower classes of the High schools. This is a step in the direction indicated in the first report of this committee, and it is a step which seems highly desirable, as the elementary instruction is quite as well given by the regular teachers. We have lost the services of Mr. Charles Furneaux, who has, during the past year, given entire satisfaction at the Girls' High School, and we have not filled his place, since in the judgment of Mr. W. Smith, general supervisor, the remaining corps of

* See pp. 30, 31.

special instructors can perform the additional duties thus thrown upon them. Saturdays have been devoted to their special instruction, by Mr. Smith, and the system of inspection of all the schools is continued, making the general supervisor responsible for this inspection.

The want of suitably trained instructors for the advanced classes, and especially those of the evening schools, we were in hopes would be supplied in time by the establishment of a State Normal Art School; but the Legislature failed to take the necessary action. Perhaps this city, to secure the location of an Art School in its midst, may be willing to join with the State in the erection of a suitable building in which our evening and teachers' classes might be accommodated. We feel that such a school must be established sooner or later, and every year we are obliged to employ instructors in some departments very imperfectly fitted for their duties. The demand for the few competent men is so great that twice the amount of salary paid by this city is offered by neighboring towns, and of course the good teachers are drawn away from us. We therefore consider that the salary of the Principal in the evening school should be ten dollars per night, and that of the assistants five dollars. And an order is appended to this report.

Both the School Board and the teachers have exhibited so much interest in and consideration for the department of drawing, that the labors of your committee, which seemed difficult and perplexing three

years ago, have been much lightened the past year, and we cannot but feel that the condition of all the schools has been improved by the exercises adopted for training the hand and eye.

WM. T. BRIGHAM,	}	<i>Committee.</i>
WM. WOODS,		
J. C. J. BROWN,		
GEO. F. BIGELOW,		
R. C. WATERSON,		
JAMES WALDOCK,		
JAMES MORSE,		
C. C. PERKINS,		

*Plan of Instruction in Drawing for the Public Schools of the City
of Boston for the year 1872-73.*

SCHOOLS.	Classes.	Time given per week.	Number of Lessons per Week.	Length of Lessons.	Drawing on.	Taught by.
1. Primary Schools	6. 5. 4.	Two hours	Four	30 minut's	Slates	Regular Teachers.
1. Primary Schools	*3. 2. 1.	Two hours	Four	30 minut's	Paper in blank books	Regular Teachers.
2. Grammar Schools	*6. 5. 4.	One hour and a half	Three	30 minut's	Paper in blank books and text-books	Regular Teachers.
2. Grammar Schools	*3. 2. 1.	One hour and a half	Three	30 minut's	Paper in blank books and text-books	Regular Teachers.
3. Latin and High Schools	*Lower classes	Two hours	Two	60 minut's	Paper in blank books and text-books	Regular Teachers.
3. Latin and High Schools	Higher classes	Two hours	Two	60 minut's	Paper in books and on sheets	Special Instruc- tors.
4. Normal Schools	*All the classes	Two hours	Two	60 minut's	Papers in books	Special Instruc- tors.

* One third of the pupils of classes marked thus (*) will draw on the blackboard each lesson, so that every three lessons each pupil will have drawn upon the board.

Subjects taught and order of lessons for each week.

1. Freehand outline from Cards, Charts and Blackboard lessons*—the easier copies. Memory lessons. Definitions of plane Geometry to be committed to memory and illustrations drawn. Dictation lessons.

ORDER OF LESSONS.

1. From Cards or Charts. 2. From Blackboard. 3. Memory and dictation alternately. 4. Geometric definitions.

The more advanced copies in the Cards, Charts and Blackboard examples.* Memory and dictation lessons. Object lessons illustrated by drawings. Geometric definitions drawn on a large scale.

ORDER OF LESSONS.

1. From Cards or Charts. 2. From Blackboard. 4. Memory and dictation alternately, 4. Object lessons and Geometric definitions alternately.

2. Freehand outline of ornament and objects from Blackboard* alternating with lessons in text-book. Map drawing. Memory and dictation lessons. Geometrical drawing up to Prob. 52.

ORDER OF LESSONS.

1. Objects from Blackboard and in text-book alternately. 2. Memory and dictation lessons alternately. 3. Geometrical and Map drawing alternately.

Freehand outline drawing from solid models. Geometrical drawing up to the end of the course. Design in Geometric forms from Blackboard.* Memory drawing. Map drawing.

ORDER OF LESSONS.

1. Model Drawing. 2. Geometrical and Memory alternately. 3. Map drawing and design alternately.

3. Freehand object drawing from the Blackboard* and object. Design in Geometric forms. Geometrical drawing up to the end of the course.

ORDER OF LESSONS.

1. Object drawing from Blackboard* and object alternately. 2. Design and Geometrical drawing alternately. Model drawing from the solid object, in outline and shading. Drawing from Copies in outline, shading, or coloring. Lessons in perspective drawn by Freehand.

ORDER OF LESSONS.

1. Object drawing. 2. Other subjects chosen by Instructor.

4. Drawing from Blackboard.* Normal course of outline. Object drawing. Freehand outline design for Teachers. Dictation lessons. Geometrical drawing the whole course.

ORDER OF LESSONS.

1. Drawing from Blackboard* in books and design alternately. 2. Geometrical drawing and model drawing alternately.

* From the Normal Art School Course.

Ordered, That the programme submitted by the Committee on Drawing be adopted in the Public Schools of this city, from this date.

Ordered, That the salaries of the Principals of the evening schools be ten dollars per night, and the assistants five dollars per night when actually employed by the committee.



APPENDIX.

City of Boston.—Department of Drawing.

Certificates for Superintendence.

The Committee on Drawing have voted to award certificates to the masters and principals of the Grammar Schools for their success in the *general management* of the subject of *free-hand outline drawing* as evinced at the exhibition recently held.

Teachers' Certificates.

Teachers' certificates will be awarded to those whose qualifications are attested by their own drawings at the annual examination of teachers and their success in imparting to pupils the ability to delineate the forms which have been the subjects of study under the special instruction of the supervisor and instructor of drawing.

Masters and principals can obtain teachers' certificates, in addition to the certificates for superintendence, by proving their competency at the examination of teachers and giving satisfactory class instruction.

The certificates will be limited this year to the subject of *free-hand outline drawing*, as it is the intention of the committee to issue certificates annually for success in teaching the particular branch of drawing which is required of the pupils in advance of their previous work.

Certificate Cards.

Certificate cards will be issued to those teachers who pass a satisfactory examination in *model and memory drawing*, and will be recorded to their credit, to be exchanged for full certificates in these branches after satisfactory results have been obtained from their pupils.

By authority of the Committee on Drawing.

J. COFFIN JONES BROWN.

WALTER SMITH, *Gen. Supervisor of Drawing.*

JUNE 1st, 1872.

REPORT OF THE COMMITTEE
ON
INDUSTRIAL SCHOOLS.

REPORT.

THE Committee on Industrial Schools respectfully ask leave to submit the following report:—

The subject of Industrial Schools was brought to the attention of this Board three or four years ago, by a petition signed by a large number of the most intelligent, wealthy and prominent citizens in the community. The committee to whom that petition was referred, after considerable consideration of the subject, reported in favor of making an experiment, to see if anything could be done, by taking charge of and somewhat enlarging an Industrial School for girls, then in operation in Staniford street, and an appropriation in behalf of the experiment was made by the Board. From various causes and influences, which need not be detailed, that experiment was never, under the auspices of the committee, fully and thoroughly made. In fact, the school itself came to an untimely end before the enlarged experiment which the committee contemplated had begun; and no further consideration or action upon the subject was had for more than a year. In January, 1870, on motion of C. C. Shackford, then a member of this Board, another committee on Industrial Schools was appointed, of which he was chairman. On the 10th of

the next May, this committee, on leave, reported in print. This report, after speaking of the importance of Industrial Education, and the difficulties that surrounded the subject, so far as the action of this Board was concerned, called special attention to one department in the girls' schools, and took the ground that by enlarging and emphasizing this department in those schools much good might be done, and the complaint made of a want of practical adaptation in our system of public education be partially met. The report closed with four orders: First, that sewing be made obligatory in all the Grammar schools for girls. Second, that sewing, for two hours each week, be adopted in all the classes, except the first and second. Third, that in the third and fourth classes, cutting and fitting shall also be introduced. And, fourth, that a department for practical instruction be added to the Girls' High and Normal School, wherein book-keeping, designing, telegraphing, drawing on wood and stone, and needle-work, in its various branches, shall be taught as elective studies, to which also pupils may be transferred from the first and second classes of the Grammar schools.

This printed report laid upon the table of the Board till the next November, when, on the motion of Dr. Curtis, the report was taken up, and the first three orders were referred to the Committee on Rules and Regulations; and the fourth, to the Committee on the Girls' High and Normal School. Neither of these committees, it is believed, ever reported upon the orders thus referred to them. In May, 1871, a petition, signed by nearly the same persons who signed the

original petition of 1869, was brought to the room and laid upon the President's table, for him to present, but owing to several successive adjournments, for want of a quorum, before petitions could be reached, it got swept from the table, with other papers, into the hands of the Secretary; and so passing from the remembrance of those somewhat interested in it, it was, in fact, never presented to the Board. This petition simply asked that the orders reported by Mr. Shackford might be adopted by the Board and carried into execution. Under this state of things, the present Committee on Industrial Schools was appointed at the organizing of the Board in January of this year. This committee, in endeavoring to discharge the duty, have turned their attention entirely to a point indicated in Mr. Shackford's report, — the enlargement of the department of sewing in the girls' Grammar schools; and after conference with others, and especially with Mrs. Hemenway, and other ladies interested in the experiment which she has been sustaining in the intermediate school in Tyler street, have come to the conclusion to recommend that sewing, which is now taught in the sixth, fifth, and fourth classes of the girls' Grammar schools, be carried forward gradually into all the classes of the girls' schools; the fourth, of this year, for instance, when it becomes the third class of next year, to continue to receive appropriate instruction in sewing; and so on, when it becomes the second, and when it becomes the first class; and thus in three years, instruction in sewing will be given in all the classes, by a gradual and progressive change, which will not interfere with

the intellectual culture and training. They propose, also, that as instruction in sewing is thus enlarged in the classes to which it is given, it shall be enlarged in the character and practical value of the instruction given, and that certainly in the first and second, and perhaps begun in the third, instruction shall be given in cutting, shaping, fitting, and thoroughly making girls' and ladies' garments; the requisite materials for this instruction to be furnished by the city, under the supervision of the Committee on Accounts. They believe, from the examination of Mrs. Hemenway's experiment, that one good, thoroughly competent teacher of sewing, cutting, fitting, etc., giving her whole time to the work, could take charge of one school, and in the twenty-six school-hours of the week give two hours a week of instruction to all the pupils of that school; and, in some cases of the mixed schools, where the number of girls is not so great, one teacher devoting her whole time might take charge of two schools. Your committee believe that the whole cost of this experiment, after it got fully established, in all the classes in girls' Grammar schools, would not be more than five or six thousand dollars a year; and a portion of this might be returned from the sale of the garments made by the first and second classes.

With these views the committee submit the following orders.

S. K. LOTHROP, *Chairman*.

1. *Ordered*, That, on and after September next, sewing, now taught in the sixth, fifth, and fourth

classes of the girls' Grammar schools, be gradually introduced into the three other classes in said schools; the present fourth class and its successors, as it advances from the fourth to the third, and from the third to the second, and from the second to the first class, to continue to receive instruction in sewing, so that in three years from this time it may be universally taught in all the classes of the girls' Grammar schools, and more thorough and progressive instruction given.

2. *Ordered*, That, whenever the gradual progress of this plan permits, practical instruction in cutting, shaping, fitting, and thoroughly making children's and ladies' garments shall be given to the members of the first and second classes of the girls' Grammar schools, and that, in preparation for it, the district committee of each girls' school shall be authorized to procure and nominate to this Board a sewing teacher, thoroughly competent to give the aforesaid instruction, and, giving her whole time to the city, to take supervision and charge of the whole department of sewing in the school; her salary to be subsequently determined by this Board, but never to exceed the highest salary paid to any female assistant in said schools.

3. *Ordered*, That, when the gradual progress of this plan makes it necessary, the Committee on Accounts be authorized to furnish, on the requisition of each district committee, all the materials necessary to give the contemplated instruction in cutting and making garments, to an extent not exceeding two hundred dollars to each school, and not exceeding fifty dollars to any one room.

4. *Ordered*, That each district committee be authorized, if at any time they shall deem it expedient, to select and associate with them one or more competent ladies from their district, to aid them in superintending or carrying out this plan of thorough instruction in sewing.

ADDRESS AND SCHOOL FESTIVAL.

ADDRESS OF HON. WILLIAM GASTON

TO THE SCHOOL COMMITTEE,

IN RESPONSE TO A VOTE OF THANKS AT THE CLOSE OF THE MUNICIPAL YEAR.

AT a meeting of the School Committee, held on the second day of January, 1872, Dr. Lamson offered the following order: —

Ordered, That the thanks of this Board be tendered to Hon. William Gaston, the president, for the impartial, dignified and courteous manner in which he has presided over the deliberations of this body during the past year.

The motion was seconded, and the order was passed by a unanimous vote, the members rising in their seats.

Mayor Gaston responded as follows: —

Gentlemen of the School Committee: — I did not bring to the duties of my office any previous experience at your Board. I came here as your presiding officer under the provisions of the City Charter, a stranger to many of you, and without any acquaintance with your rules and modes of procedure. I was therefore in a situation to require your forbearance and your aid. I am happy that the vote which

you have just passed, and for which I thank you, gives me an opportunity to acknowledge your constant and uniform courtesy towards me and the ready assistance which you have rendered me in meeting the duties and responsibilities of my office.

You have the general care of the education of nearly forty thousand children, instructed by nearly one thousand teachers. This high trust requires, for its proper execution, great intelligence, fidelity, and industry, and I can bear testimony to the energy, zeal, and fidelity with which you have met and discharged your important duties, and if I have performed the lesser duties of my office, as Chairman, with anything like the success with which you have performed the greater duties of yours, I know that I shall have no occasion to regret the part which I have taken in your deliberations for the past year.

I am grateful to you for your generous courtesy and for the kind expressions contained in your vote.

ANNUAL SCHOOL FESTIVAL.

1872:

THE annual School Festival was held in Music Hall, on the afternoon of Wednesday, July 3d, under the direction of the following Special Committee, appointed for the purpose, viz., Messrs. Warren P. Adams, Wm. O. Johnson, Adino B. Hall, Geo. M. Hobbs, John Noble, Abijah Richardson, P. J. Whelton, Joel Seaverns, and John W. Porter.

Invitations were extended to the City Council and heads of departments, the School Committee, all the teachers of the Public Schools, the medal scholars, and all the pupils of the High and Grammar Schools who received the graduating diploma at the recent annual exhibitions of the schools. State officials and distinguished citizens were also present as guests.

The graduates of the present year of the High and Grammar Schools, numbering upwards of twelve hundred, were seated in the balconies, while the spacious floor was filled by an assemblage of their parents and teachers, and other guests of the occasion.

The following description of the decorations of the Hall, which, with the exception of the flowers, were designed for the Municipal celebration of the Fourth of July, is copied from the "Boston Journal:" —

“Of all the fixtures in Music Hall, except the statuary and large organ, not one has escaped the art touches of the decorator. The appearance of the hall where is erected the large organ has rarely been equalled, if it ever was before. So profuse and yet so tasty had been the arrangement of the floral decorations that the spectator felt almost filled with the belief that the massive, decorated organ had been transplanted to a retreat of some artist gardener. The whole brow of the rostrum was banked with exotics, and at intervals in this belt of delicate green shade were beautiful rosettes of flowers, with trailing vines adorning in streamers and festoons the front of the white walls below. At the sides of the great organ were hundreds of fine hand bouquets, each one a floral treasure; and these were so laid and shaped that the whole, in one form, twice repeated on a side, represented pyramids of flowers, four in number. But the work of the embellishers did not rest there. The balconies were richly and chastely trimmed, the lower one in blue and white lace drapery, caught up at intervals in rosettes of white lace, and so divided that attractively appeared, equi-distant on each side, three mottoes with ends finished in a fall of American ensigns. In the centre of a white cloud, on a field of blue bordered with gold, were the words ‘Independence Declared.’ This on one side of the clock opposite the stage. For a companion piece, counterpart to this, on the other side of the dial, were the letters inscribing ‘July 4, 1776.’ Around the clock centre was a glory of stars and stripes, and this, leading first to the mottoes, terminates in the drapery. The other mottoes were, on one side: —

“‘All is peace, and God has granted you this sight of your country’s happiness.’ — D. Webster.

“‘Look abroad into this lovely land, and mark the happiness with which it is filled.’ — D. Webster.

“‘Yes, look abroad into the whole earth, and see what a name you have contributed to give to your country.’ — D. Webster.

“On the opposite sides were the following inscriptions inclosed as upon the first described, viz.: —

“‘What noble institutions! The oppressed of all countries, the martyrs of every creed, may there find refuge.’ — Phillips.

“‘When the glories of our name shall be but the legends of traditions, and the lights of our achievements live only in song, phi-

losophy will rise again in the sky of her Franklin, and glory rekindle at the urn of our Washington.' — Councillor Phillips, Ireland.

“ ‘Happy, proud America! The lightning of heaven yielded to your philosophy, the temptations of earth could not seduce your patriotism.’ — Phillips.

“The upper balcony was brilliant with flags, shields, coats of arms of Boston, of the Commonwealth, banners, foreign flags and signals, displayed with rare respect to station, and in effect most pleasing to the eye. Add to this picture the pretty, light and showy dresses and trimmings of the holiday school girls and the prim and neatly dressed school lads, as seen in the balconies, and an idea can be had of the brilliancy which on every side surrounded the spectators promenading the comfortably filled floor of the hall at the opening of the Boston Public School Festival for 1872 yesterday afternoon.

“Occupying the right of the stage was the full Germania orchestra, and in the centre of the platform were conspicuously seated Mayor Gaston, Dr. Samuel Eliot, Warren P. Adams, Chairman of the Committee of Arrangements, Superintendent Philbrick and Rev. J. Freeman Clarke, while more retired were other members of the School Committee.

“At a little past three o'clock, Warren P. Adams, Esq., Chairman of the Committee, called the assemblage to order and introduced Rev. W. F. Mallalieu of Boston, who invoked the Divine Blessing.

“Mr. Adams then addressed the audience as follows: —

“ ‘*Ladies and Gentlemen — Graduates of our Public Schools:* We have assembled once more to celebrate this festal occasion. Once more you have come up to this Mecca of your hopes and trials and ambitions to receive at our hands the recognition of merit which you have so well earned, and which the City of Boston so cheerfully bestows.

“ ‘Welcome, thrice welcome, springs to our lips as we greet your smiling faces here to-day. We bid you God-speed on the journey of life, of which to-day you have passed another milestone. We feel that the perseverance you have shown, the courage you have developed, the intellectual strength and vigor you have gained in

the past will make you equal to greater victories in the future. We feel that while Boston bestows her honors upon you, she may confidently look to you in the various public or private stations you may be called upon to fill, to reflect enduring honor upon her. She expects that you will not dim the lustre which the graduates of her public schools have already shed on her fair name. Let it be remembered that you have barely entered the vestibule of that sanctuary of knowledge whose inner glories they only can explore whose heart and soul are quickened and impelled by the largest faith and an invincible desire to seek the truth.

“ ‘ If this day is to end the progress in self-improvement of any of you, if it is to mark the turning point where ambition shall cease, and effort fail, then will it be the celebration rather of your humiliation than of your success and victory. But we will not believe that such can be the case. We feel that the lessons you have received from your kind, conscientious and faithful teachers will not be so misapplied, and the seeds of thought they have sown in your minds and hearts will spring up and bring forth fruit, twenty, fifty, nay, a hundred fold. But it is not with any words of mine that I would interrupt the festivities of this occasion, or delay the intellectual and social entertainment that awaits you. Press on in the good work you have begun. Go forth with light and joyous hearts to the holidays that stand so temptingly before you. Go with the warm and heartfelt wishes of all of us for your continued happiness and success. Go with the blessings which Heaven never fails to shed on those who with pure hearts and earnest lives have faithfully striven to do their duty. Go forth each of you to the battle of life with renewed courage and vigor, and ever

“ ‘ Bear through sorrow, wrong and ruth,
In thy heart the dew of youth,
On thy lips the smile of truth.’ ”

“ Dr. Samuel Eliot, head-master elect of the Girls’ High School, being introduced by the Chairman, spoke to the assemblage at considerable length, making use of language nearly as follows : —

“ ‘ *Mr. Chairman, and fellow Bostonians, old and young :* This festival attests the capacity of our school system. As it is said the best way to obtain good art is first to enjoy it, we have only just

to look about our city to see how our schools are enjoyed to learn why we have them. That we here enjoy education is seen in its fruits, and also in the work of teachers and scholars to obtain them. But work can be either good or evil, and the evil lies in the application. Where this exists; where the dreary cloud of work in school days is not broken by a little blue or flood of light, then perhaps belongs the quotation:—

“ ‘And he is oft the wisest man who is not wise at all.’

“ ‘That work which we enter into and still have time to look about us in performing is the true work.’

“ The speaker here drew an analogy between nature’s work in the vegetable world and man’s in the intellectual. The leaf and flower must be trained every season of the year to be perfect in itself. There then should be a season or seasons for work and relaxation, for in man the overworked becomes a hardened deformity, like the plant of which no care at the proper time is taken. We have cause to rejoice that our school-houses stand mighty, and their doors are wide open; that music is heard within them, and that drawing is seen and enjoyed by the children. These not only work in the school, but pervade the homes of the scholars and help sweep away the wrinkles from the New Englander’s brow, which have become so proverbial. An educational result, to be worth anything, must be a compact of soul with soul. He then spoke of what some term the monotony of school life, and closed his remarks with valuable suggestions to teachers and those before him who may be instructors in the future upon school exercises, which will end, not in a compendium of monotonous work, but in an eventide full of the rich effulgence of culture and intelligence.

“ Rev. James Freeman Clarke was the next speaker. He opened his remarks with a beautiful compliment to the young ladies, the sight of their entering the hall for the festival having attracted him within.

“ After a few remarks by the Superintendent, Mayor Gaston was announced and received with applause. He said:—

“ ‘*Ladies and Gentlemen*: I am glad that amid the excitement of these festival days this occasion has not been forgotten, but rather remembered and acknowledged with all the honors conferred upon

its corresponding seasons of the past. It marks a change in your young lives, and, in behalf of the Committee of the Public Schools of Boston and that of the citizens and the City Government I represent, I would wish you unbounded success and happiness in the future.'

"At the conclusion of the Mayor's remarks followed the series of grand marches of the Germanias, which marked the time for the diploma young ladies and lads as they followed in procession, the boys of the Latin, High and English High Schools, down the right staircase from the first balcony and across the stage. The pupils numbered one thousand from the Grammar and three hundred from the High Schools, and were a long time in passing from the galleries and again into their seats, as each member of the bright, joyous band received from the hand of Mayor Gaston a floral tribute. Then the children carried out the rest of the festival sports in the banquet hall of Bumstead, and that provided in the right balcony. After this followed the closing dance."

FRANKLIN MEDALS,
LAWRENCE PRIZES,
AND
DIPLOMAS OF GRADUATION.

FRANKLIN MEDAL SCHOLARS.

1872.

LATIN SCHOOL.

George L. Giles,
J. Frank Botume,
James B. Troy,
George H. Eldridge,
Jabez E. Giles,
Frank G. Steele,
Willis D. Leland,
Henry P. Jaques,
Samuel T. Fisher,
Marshall P. Washburn,
Edward Bicknell.

ENGLISH HIGH SCHOOL.

Eugene D. Hickey,
Isaac B. Mills, Jr.,

Cornelius F. Doherty,
Walter Jenney,
William J. Covill,
Charles F. W. Schlimper,
Edgar A. Cook,
Frank A. Rich,
Lorin F. Deland,
George W. Hayford,
E. Clarence Hovey,
George F. Ricker,
Joseph F. Leland, Jr.,
Walter D. Townsend,
Ward Williams,
David B. Harding,
Julius H. Sussman,
Clarence E. Stone.

LAWRENCE PRIZES.

1872.

LATIN SCHOOL.

DECLAMATION. — *First Prize*. — J. Frank Botume. — *Second Prizes*. — Edward Bicknell, Edward B. Hunt. — *Third Prizes*. — John T. Bowen, Thornton H. Simmons.

Exemplary Conduct and Fidelity. — Samuel T. Fisher, Preston H. Grover, Edward E. Hayden.

Exemplary Conduct and Punctuality. — Frank B. Thayer, Edward B. Hunt, Willis B. Allen, Owen B. Sanders, J. Loring Cheney, Edward S. Hawes, George W. Merrill, George L. Giles, J. Q. A. Brett, Harry F. Hodges, Charles S. Lane, M. Vassar Pierce, James B. Troy.

Excellence in the Classical Department. — *First Class*. — George L. Giles. — *Second Class*. — J. Loring Cheney. — *Third Class*. — Willis B. Allen. — *Fourth Class*. — Samuel E. Somerby. — *Fifth Class*. — Edward B. Hunt. — *Sixth Class*. — Charles S. Lane.

Excellence in the Modern Department. — *First Class*. — J. Frank Botume. — *Second Class*. — J. Loring Cheney. — *Third Class*. — Willis B. Allen. — *Fourth Class*. — Samuel E. Somerby. — *Fifth Class*. — Edward B. Hunt. — *Sixth Class*. — Lott Mansfield.

Prizes for Special Subjects. — *A Latin Poem*. — Jabez E. Giles.

A Latin Essay. — George L. Giles.

An English Essay. — Edward Bicknell.

A Translation from French. — J. Loring Cheney.

A Poetical Translation from Horace. — Reginald H. Young.

A Translation from Tacitus. — Willis B. Allen.

A Translation from Cæsar. — Samuel E. Somerby.

A Translation from Nepos. — Robert H. Wade.

A Translation from Principia Latina. — Edward S. Hawes.

Best Specimen of Penmanship. — Marshall P. Washburn.

ENGLISH HIGH SCHOOL.

COMPOSITION. — *First Prizes*. — G. Frank Underwood, Clarence W. Barron. — *Second Prizes*. — J. Herbert Davis, John B. Holland, Henry A. Hall.

DECLAMATION. — *First Prizes.* — Isaac B. Mills, Jr., E. Brown Goodsell. — *Second Prizes.* — E. Clarence Hovey, Robert S. Sturgis, Arthur H. Dodd. — *Third Prizes.* — Joseph D. Leland, Jr., Lory B. Fenderson.

LITERARY. — *First Prizes.* — Frank H. Leighton, John B. Jarvis, Frederick F. Parks, Henry G. Patten, C. Herbert Watson, Frederiek L. Weir, Samuel E. Brown, Jr., Charles E. Estabrook, John B. Clapp, Eben C. Stanwood, Abraham P. Spitz, Henry Schonengen. — *Second Prizes.* — J. Otis Colby, Frank M. Bicknell, Alonzo G. Van Nostrand, George C. Bailey, Henry D. Thaxter, Walter E. Nichols, Robert B. Chapman, Albert E. Warner, George W. Beeching, Henry A. Hall, Lewis A. Murphy.

SCIENTIFIC. — *First Prizes.* — Samuel J. Spear, Samuel S. Boyden, Thomas A. Maguire, Charles J. Underwood, John B. Holland, Edward J. Callahan, John B. Babcock, Jr., Charles Everett, Michael J. Sullivan, Herbert Damon, Mark Stone, Albert E. Cotton. — *Second Prizes.* — A. D. French, Benjamin S. Palmer, Henry E. Webb, William S. Leavitt, John W. Means.

SPECIAL.

MINERALOGY. — James P. Frost, George A. Pierce.

GENERAL EXCELLENCE AND DEPORTMENT. — Cornelius F. Hearlihy, William Noll, Jesse Y. Baker, Fred. W. Brown, Everard J. Langell, Luther S. Anderson, Eliot Hubbard, Charles Davis, Nelson F. Cowin, Eben Gay, Jr., Frank E. Heyer, George E. Allen, Timothy H. Gallivan, Guy C. Walker, John B. Palmer, James R. Geary, Arthur F. Kelley.

DIPLOMAS OF GRADUATION.

1872.

LATIN SCHOOL.

Daniel Carpenter Bacon,
Edvardus Bicknell,
Johannes Franklin Botume,
Lawrence M. Corcoran,
Georgius Homans Eldridge,
Samuel Tucker Fisher,
Georgius Lindall Giles,
Jabez Edvardus Giles,
Holmes Hinkley,
Horatius Nathaniel Hooper,
Oscar Roland Jackson,
Henricus Percy Jaques,
Willis Daniels Leland,
Franklin Gilbert Steele,
Guattarus Tappan,
Newell Aldrich Thompson,
Jacobus Bernard Troy,
Marshall Price Washburn.

ENGLISH HIGH SCHOOL.

Charles Henry Arnold,
Thomas Henry Austin,
William Downes Austin,
George Cook Bailey,
Jesse Young Baker,
Benjamin Bellamy,
Frank Martin Bicknell,
Benjamin Bowman,
Samuel Swett Boyden,
Patrick Francis Boyle,
Frederick Harrison Brackett,

Henry Milton Brewster,
Oliver Smith C. Brigham,
Charles Dutton Brown,
George Henry Brown,
John Aloysius Brown,
Edward Augustus Buss,
Edward Joseph Callahan,
George Nelson Carter,
Herbert Buchanan Chapman,
Albert Brackett Chick,
Webster Cobb,
Joseph Otis Colby,
Thomas James Conroy,
Edgar Alfonso Cook,
Charles Henry Coughlin,
William James Covill,
Ralph Crooker, 3d,
George Warren Currier,
Lorin Fuller Deland,
Cornelius Frederick Doherty,
Charles William Donahoe,
Lory Bacon Fenderson,
George Edwin Fowle, Jr.,
Abram De Graw French,
Walter Gassett,
David Baker Harding,
Peter James Harrington,
George Warren Hayford,
Charles James Hendrie,
Cornelius Francis Herlihy,
Eugene Daniel Hickey,
Joseph Mansfield Hill,
John Bernard Holland,

Edward Clarence Hovey,
 Ellery Wellington Hunt,
 Edwin Irving James,
 John Bradbury Jarvis,
 Walter Jenney,
 Stephen James Kelley,
 James Bryden Kellock,
 Joseph Louis Laforme,
 George Louis Lavery,
 John Joseph Lavery,
 Frank Herbert Leighton,
 Joseph Daniels Leland, Jr.,
 George Adams Levi,
 Harry Ashmeade Lewis,
 Thomas Ambrose Maguire,
 Hubbard Davis Martin,
 Isaac Bonney Mills, Jr.,
 Edward Peter Murphy,
 James Cunningham Neilson,
 Walter Franklin Nichols,
 William Noll,
 Fred. Thaxter Parks,
 Henry Griswold Patten,
 Thomas Edward Pigot,
 Charles Augustus Pitman,
 Walter Ashley Priest,
 Charles Hallett Ramsay,
 Frank Allen Rich,
 Thomas F. Richardson,
 George Fabyan Ricker,
 Thomas Charles Riley,
 Edward Nason Sampson,
 Charles F. William Schlimper,
 Theodore Edward Schwarz,
 John Joseph Scollard,
 Lawrence William Slattery,
 Samuel Judson Spear,
 Frank Lindsey Stevenson,
 Wilber Henshaw Stinson,
 Clarence Eastman Stone,
 Julius Herman Sussman,
 Henry Dexter Thaxter,
 Caleb Adams Thurston,
 Walter Davis Townsend,
 Charles James Underwood, Jr.,
 George Frank Underwood,
 Alonzo Gifford Van Nostrand,

Torrey Everett Wardner,
 Charles Herbert Watson,
 Frederick Louis Weir,
 Walter Edwin West,
 Ward Williams,
 Frank Davis Witherell,
 Walstein Fuller Wright,
 Carl Gustave Zerrahn.

GIRLS' HIGH AND NORMAL SCHOOL.

REGULAR AND TRAINING COURSES.

Lizzie P. Brewer,
 Sarah C. Bucknam,
 Emma F. Chater,
 Elizabeth A. Mahoney,
 Ellen M. O'Connor,
 Alice J. Reed,
 L. Anna Sargent,
 Anna L. Savil,
 Ella Warner,
 Frances E. Wells,
 Flora B. Wiggin.

REGULAR AND EXTRA COURSES.

Helen I. Allen,
 Lina Cook,
 Emily M. Deland,
 Marion A. Hawes,
 Amelia H. Rust,
 Fannie W. Ryder.

REGULAR COURSE.

Lavinia E. Adams,
 Claire K. Alden,
 Amelia A. Aldrich,
 Sarah A. Andy,
 Anna E. Badlam,
 Elizabeth G. Bailey,
 Ellen H. Bailey,
 Carrie L. Baker,
 Ellen M. Barbour,
 Frances J. Barnes,
 Eudora F. Bickford,
 Mary Bonnie,

Ida L. Boyden,
 Anne P. Bridge,
 Josephine Bryant,
 Maria A. Callanan,
 Jennie R. Churchill,
 Clara A. Cotton,
 Josephine F. Davenport,
 Mary A. Dolan,
 Ella A. Domett,
 Frances E. Domett,
 Mary H. Dwyer,
 Mary W. Emery,
 Emma F. Fabyan,
 Helen R. Fabyan,
 Annie M. Gillespie,
 Fannie W. Hall,
 Fannie T. Hastings,
 Carrie S. Heath,
 Henrietta A. Hill,
 Lillie T. Hill,
 S. Lila Huckins,
 Julia Hyneman,
 Ella T. Jackson,
 Miriam Levi,
 Elizabeth Lincoln,
 Harriet E. Litchfield,
 Isabel C. Livingstone,
 Caroline T. Lothrop,
 Elizabeth A. Madden,
 Adela E. Maynard,
 Sarah A. McGonigle,
 Kate E. McGowan,
 Grace Merrill,
 Frances E. Mihan,
 Julia L. Morrill,
 Angie S. Morse,
 Nancy M. Morse,
 Pamell S. Murray,
 Abbie M. Nye,
 Honora T. O'Dowd,
 Lizzie Ordway,
 Lillias E. Page,
 Mary O. Parker,
 Georgianna Pickernell,
 Florence A. Pierce,
 Almy C. Plummer,
 Harriet I. Preble,

Mary E. Reid,
 Helen E. Rice,
 Annie M. Robbins,
 Mary G. Ruxton,
 Nellie G. Sanford,
 Frances Schlegel,
 Emma J. Seaman,
 Ardelle T. Smith,
 Ella S. Smith,
 Emma A. Smith,
 Florence J. Smith,
 Mary H. Smith,
 Annie T. Southard,
 Anna L. Story,
 Olivia M. Studley,
 Sarah E. Swan,
 Frances H. Thacher,
 Lillie E. Thomas,
 Amanda P. Ventress,
 Ella F. Wallace,
 Susie E. White,
 Emma C. Whitney,
 Addie E. Whittemore,
 Lizzie Wilbur,
 Alice M. Williams,
 Kate D. Williams,
 Mary J. Williams,
 Uleyetta Williams,
 Martha D. Wise,
 Marion L. Woodward.

ROXBURY HIGH SCHOOL.

Boys.

Benjamin Leighton Beal,
 Henry Abial Chamberlain,
 William Francis Crafts,
 Romanzo James Dolan,
 Edward Francis Fay,
 James Clinton Gerry,
 Charles Herbert Heustis,
 Alfred Ephraim Hunt,
 Franklin Wells Parker,
 Charles Wisner Riddle,
 Edward Cheever Rogers,
 Edward George Stalder,
 Charles Ware,
 Frank Edward Wiggin.

Girls.

Anna Wells Bumstead,
 Lizzie Adelaide Colligan,
 Sibyl Theresa Crooker,
 Frances Maria Davis,
 Lillie Jane Davis,
 Addie Frances Dexter,
 Mamie Foster Drake,
 Anna Mulford Edmonds,
 Frances Theresa Kelley,
 Emma Isadora Lingham,
 Anna Macdonald,
 Frances Julia Manning,
 Alice Maud May,
 Annie Lucy McDonough,
 Isabel Wilson Morrill,
 Katie Alice Nason,
 Susan Abbie Pearson,
 Harriet Brigham Phelps,
 Bridget Elizabeth Scanlan,
 Marie Lissie Smith,
 Fannie Warren Sprague,
 Amelia Wood Stockwell,
 Isabel Thatcher,
 Mary Evelyn Thomas,
 Annie Frederika Thulin,
 Emily Persis Washburn,
 Clara Louisa Wells,
 Emma Angelia Woodsum.

DORCHESTER HIGH SCHOOL.

CLASSICAL COURSE.

Frank Wesley Burnham.

THREE YEARS' COURSE.

Boys.

David Marks Babcock,
 Edward Danforth Bent,
 Robert Foster Elder,
 George Congdon Gorham, Jr.,
 Walter Gardner H. Kendall,
 William Love,
 Stephen Arnold Douglas Monroe,
 John Aiken Preston,

Lewis Carver Southard,
 William Franklin Temple,
 Josiah Ellis Tipping,
 Robert Ballantyne Walker,
 Frank Weston Whitecher.

Girls.

Susan Broughton Allbright,
 Antoinette Parsons Brooks,
 Ellen Almira Brown,
 Cordelia Rosanna Capen,
 Martha Ellen Clean,
 Mary Elizabeth French,
 Amy Roundy French,
 Ella Frances Glover,
 Maria Wardwell Hawes,
 Hattie Louisa Holden,
 Ella Florence Hopkins,
 Ida Farnsworth Kendall,
 Isabel Frances Lee,
 Mary Ella Mann,
 Caroline Frances Melville,
 Anna Holden Payson,
 Adelaide Pillsbury,
 Priscilla Laura Plummer,
 Annie French Pope,
 Eugenia Morella Pratt,
 Isabel Howe Robinson,
 Ellen French Swan,
 Elizabeth Warner Tileston,
 Julia Tolman,
 Esther Rebecca Whiton,
 Elizabeth Esty Whitemore,
 Maria Louisa Williams,
 Lilian Taylor Witherbee,
 Almena Augusta Wilson.

ADAMS SCHOOL.

Boys.

Henry Gardner Chandler,
 John Francis Coyle,
 John Joseph Corrigan,
 Thomas Joseph Crahan,
 Mather Thacher Denham,
 Fred. Albert Dyer,

George Henry Frazier,
 William Edward Kezer,
 George A. McCormick,
 Frank Gilman Morgan,
 Daniel John Murphy,
 Charles Warren Pigeon,
 Charles L. Quimby,
 William Percy Treadwell.

Girls.

Jessie Helen Bailey,
 Jeannette H. Benson,
 Carrie Louise Bird,
 Mary Lizzie Blood,
 Minnie P. Cracker,
 Eliza Louise Darke,
 Ella Elizabeth Frazier,
 Jessie Fremont Frazier,
 Augusta Ophelia Glines,
 Rosa Elizabeth Gordon,
 Carrie Stella Hahn,
 Mary E. J. Healey,
 Addie Geneva Hodges,
 Emma Frances Joy,
 Martha W. Kelley,
 Lizzie A. C. Kelley,
 Saran Ellen Merriam,
 Mary Jane Sewell,
 Lizzie G. Shepard,
 Fannie J. Smith,
 Emily M. Somerby,
 Florence E. Towers,
 Mary E. Wagner.

BIGELOW SCHOOL.

George T. Austin,
 Frank E. Baker,
 Charles F. Blanchard,
 Luther A. E. Bond,
 Thomas F. Burke,
 George M. Carr,
 Charles Cole,
 William E. Davenport,
 Patrick H. Dillon,
 Albert E. Downs,
 William H. Dyer,
 Willis Fisher,

Frank J. Fitz Gibbon,
 Edward F. Ford,
 Charles H. Horton,
 William F. Hughes,
 William H. Kennington,
 Henry W. Kennon,
 William J. Knowles,
 Charles S. Leffler,
 Michael J. McCarty,
 Peter A. McGill,
 Timothy Mehegan,
 Carlton J. Nichols,
 Patrick M. O'Connor,
 Benjamin Pope, Jr.,
 Fred. H. Roberts,
 Frank F. Taylor,
 Walter A. Turner,
 Albion P. White,
 Cyrus F. Willard,
 George F. Woodman,
 William H. Wyman,
 Frank A. Wilson.

BOWDITCH SCHOOL.

Annie M. Brennan,
 Ellen M. Collins,
 Elizabeth C. Daley,
 Mary Doherty,
 Ada J. Dowling,
 Mary E. Driscoll,
 Elizabeth F. Glavin,
 Mary E. Leary,
 Ellen J. G. Mahegan,
 Mary A. McCarty,
 Mary A. Moore,
 Ellen L. Murphy,
 Mary A. O'Brien,
 Ellen M. Patterson,
 Katie M. Power,
 Annie M. Regan,
 Annie J. Sullivan,
 Mary A. Sullivan.

BOWDOIN SCHOOL.

Sarah S. Baker,
 Zoe T. Balch,

Emma F. Boyce,
 Mattie Bruce,
 Essie J. Campbell,
 Carrie M. Damrell,
 Emma B. Davis,
 Carrie D. Fairbanks,
 Angie S. Forbush,
 Agrippina Fortenbacher,
 Ella A. Goodwin,
 Nellie F. Greer,
 Isabella E. Hale,
 Minnie S. Hodges,
 Clara E. Hudson,
 Hattie S. Kimball,
 Ida J. King,
 Anne E. Loring,
 Annie B. Middleby,
 Emily M. Millett,
 Jennie P. Mills,
 Alice F. Munson,
 Mary Palmer,
 Louisa F. Renton,
 Edith V. Robinson,
 Addie E. Seavey,
 Annie L. Souther,
 Mary L. Willeox,
 Ella A. Willey.

BOYLSTON SCHOOL.

Boys.

James J. Anderson,
 William P. Burley,
 William A. C. Cruse,
 Luke F. Curley,
 Thomas J. Graham,
 John F. O'Neil,
 Philip J. Riley,
 Cornelius J. Scollard,
 Henry A. Sullivan,

Girls.

Hattie E. Allison,
 Rebecca Fisher,
 Alie Greenberg,
 Margaret J. Holland,

Rosa A. Higgins,
 Mary F. Lambert,
 Joanna A. Scollard,
 Mary J. Travis,
 Nellie M. White,
 Annie T. Williams.

BRIMMER SCHOOL.

Ernest L. Ames,
 Harry A. Bachelder,
 Julius Bock,
 William A. Brown,
 Charles J. Buffum,
 Archie M. Clark,
 Alfred Walter Elson,
 George Henry Fera,
 Charles Firth,
 Aaron Willis Gage,
 Joseph McKean Gibbons,
 Jacob Gottlob,
 Louis E. G. Green,
 Joseph Francis Heath,
 William F. Hicks,
 Thomas Joseph Keliher,
 Arthur C. Lovejoy,
 E. Wiley Marsh,
 James Henry McCormack,
 Kenneth A. MacLean,
 James P. McGail,
 Fred. Hamilton McLaughlin,
 Ariel Meinrath,
 William Neagle,
 Thomas Alfred O'Neil,
 Charles William Paradise,
 Harry P. Parkerson,
 Franklin F. Pickens,
 Henry Schlimper,
 Herbert E. Small,
 Amandaus H. Sonnemann,
 Louis Strauss,
 Dennis J. Sullivan,
 George F. Trowbridge,
 Arthur M. Waitt,
 Forrest E. Walker,
 William S. Whiting,
 Benjamin Cushing Willis,

Gustave Wrinderlich,
Frank Zuebisch.

CHAPMAN SCHOOL.

Boy.

Willie D. Porter.

Girls.

Sara E. Atwood,
Maria G. Clark,
Lizzie Crump,
Susan I. Damon,
Ada L. Elliott,
Alena J. Finlay,
Henrietta Gilchrist,
Elsie M. Gould,
Belle M. High,
Ella T. Loony,
Lizzie R. McKay,
Jeannie E. Metcalf,
Hattie J. Rice,
Abbie L. Rogers,
Hannah E. Shackford,
Florence Thompson,
Nellie B. Tucker,
Theresa A. Wehrle,
Maggie E. Woodin,
Josephine Young.

COMINS SCHOOL.

Boys.

Albert H. Bouvé,
Dennis B. Connell,
William E. Cose,
William H. Crosby,
Edward P. Currier,
William S. Davis,
Thomas Grady,
Nathaniel Hastings,
James E. Loobey,
Thomas F. Loughlin,
John M. McCarty,
Charles H. McDonald,
Henry G. McGowan,
William J. O'Connor,

Louis Rogers,
John A. Schroeffel,
John F. Shea,
Samuel F. Sutton,
John E. Tierney.

Girls.

Emma C. Albrecht,
Dora F. Atwood,
Flora C. Atwood,
Lizzie A. Bemis,
Ella Bradley,
Mary E. Crossin,
Ida P. Dawes,
Mary A. Doyle,
Ellen T. Egan,
Ida Engel,
A. Florence Emmons,
Catherine J. Fineran,
Hannah G. Fineran,
Lilla E. Folsom,
Emma Gerber,
Carrie E. Gilman,
Helen S. Hoxie,
Margaret E. Kelley,
Esther Kiley,
Annie S. Meserve,
Lewella J. Mustard,
Margaret J. Newsome,
Martha Elizabeth Ward,
Alice Wise,
Emily Zeigler.

DEARBORN SCHOOL.

Boys.

Henry Mortimer Allen,
Lewis Henry Bell,
Elbridge Winthrop Carleton,
Sylvanus Rich Cram,
Reuben Winslow Davenport,
Ferdinand George Decker,
Edwin Joseph Dolan,
George Edward Hersey,
George William Keates,
John Patrick Leach,

Benjamin Franklin Lord,
 Samuel Bartlett Lynch,
 John Franklin Neill,
 Philip James O'Donnell,
 Albert Carroll Orcutt,
 Frank Cyrus Smith,
 William Osborn Swan,
 Edward Spencer Wentworth,
 Lewis Beck White.

Girls.

Georgianna E. Agnew,
 Ella F. Allen,
 Lizzie Marion Carleton,
 Rebecca Coulter,
 Cora Dell Farrar,
 Elizabeth A. Hunneman,
 Effie Maria Jenkins,
 Eva Matilda Keates,
 Anna Jane Knight,
 Jane Tresa Magee,
 Emma Louisa Manning,
 Ella Moody,
 Nettie Gertrude Pevear,
 Charlotte Johanna Weinz.

DUDLEY SCHOOL.

Elizabeth C. Bean,
 Susan E. Coggan,
 Annie F. Cordingly,
 Ellen T. Costello,
 Florence I. Drake,
 Emma L. Foster,
 Clara H. Glover,
 Clara C. Grundin,
 Annie S. Gullbrandson,
 Alice G. Hall,
 Stella N. Hobbs,
 Annie W. Seaverns,
 Emma M. Watson,
 Annie J. Whelton.

DWIGHT SCHOOL.

Frank S. Allen,
 Walter Austin,
 Henry E. Babcock,

Ezra H. Baker,
 Howard K. Burgess,
 George S. Cartwright,
 Edmund J. Duclos,
 Frank W. Dyer,
 Henry W. Estabrook,
 Frank M. Eisbree,
 Frederick A. Farrar,
 John Foley,
 Frank S. Frederick,
 George J. Gentleman,
 Edmund R. Grovenor,
 Charles A. Harding,
 George W. Hinckley,
 William A. Hopkins,
 Edward A. Hunt,
 William A. Hyde,
 John B. Kelley,
 John B. Lamb,
 Henry R. Leonard,
 Frederick R. Loring,
 George B. Mason,
 Henry L. Millis,
 Edward W. Morse,
 Charles A. Morse,
 Robert J. Mundy,
 Louis A. Myerson,
 John J. Nerney,
 George Nickerson,
 Harry H. Perrin,
 Joseph M. Perry,
 Frank A. Rhodes,
 Isaac Rich,
 William A. Rich,
 William A. Sargent,
 George A. Smith,
 Henry D. Stanton,
 Henry M. Taylor,
 George T. Trumbul,
 Charles H. Webber,
 Herbert A. Wentworth.

ELIOT SCHOOL.

William D. Baker,
 Jno. F. Browning,
 Harvey N. Collison,

Arthur T. Dinsmore,
Jno. Dixon,
Andrew F. Garrett,
Charles H. Glawson,
Arthur E. Hersom,
Michael J. Houghton,
Michael Hunt,
James H. Jacobs.
William A. Perkins,
Andrew A. Porter,
William J. Ruddell,
Jno. J. Scanlan,
Fred. J. Smith,
Frank Stowers,
James F. Twombly,
William J. P. Welch,
James H. West,
James Wilkie.
George Willender.

EVERETT SCHOOL.

Lizzie L. Adams,
Mary W. Baker,
Carrie L. Brown,
Emma F. Briggs,
Carrie H. Bryant,
Gertrude W. Butman,
Gertrude A. Chandler,
Helen Cobb,
Alice A. Cundy,
Hattie E. Curtice,
Ida C. Flagg,
Ella L. French.
Katie M. Hale,
Alice A. Harding,
Mary S. Harris,
Lulu B. Heywood,
Lillie E. Heywood,
Cora M. Johnson,
Mary E. R. Jones,
Ella A. Leland,
Lottie N. Lothrop,
Emma Lynde,
Ella J. Lyon,
Ella L. Macomber,
Eleanor M. Magee,

Sarah A. Marlow,
Maria Louise McCleary,
Mary E. Murphy,
Eva Newhall,
Jennie M. O'Brien,
Annie J. Pecker,
Annie S. Pike,
Ella F. Prescott,
Ida Ramsdell,
Helen W. Rust,
Lizzie Sherer,
Nellie C. Snow,
Mabel C. Thayer,
Lizzie F. Waite,
Mary L. Woodward,
Mary F. Wright.

EVERETT SCHOOL. — (DORCHES- TER.)

Boys.

Fred. C. Moseley,
Charles D. Pratt,
John B. Walker,
Frank Todd.

Girls.

Ella J. Cook,
Lulie L. Curtis,
Annie Glidden,
Grace B. Proctor,
Eugenie Walker.

FRANKLIN SCHOOL.

Matilda Abrams,
Sarah E. A. Adams,
Annie Avery,
Abby H. Babson,
Nellie L. Blanchard,
Lillian Botto,
Mary E. Bugbee,
Ida M. Burton,
Kate C. Capron,
Jessie G. Chater,
Isabella M. Commin,

Carrie A. Davis,
 Laura M. Drisco,
 Nellie L. Doe,
 Ella W. Emery,
 Maria S. Emery,
 Millie P. Farrington,
 Minnie G. Foster,
 Emma A. French,
 Sarah A. Frost,
 Emma C. Grant,
 Sarah F. Hill,
 Ella C. Hutchins,
 Helen M. Jameson,
 Mary L. Jones,
 Frances D. Newcomb,
 Louise F. Polley,
 Lizzie F. Putney,
 S. Lizzie Wales,
 Carrie C. Webster,
 Carrie White,
 Florence A. Wightman,
 Nellie F. Wood.

GIBSON SCHOOL.

Boys.

Charles H. Phelps,
 F. C. Randall.

Girls.

Annie F. Avery,
 Josabella Fottler.

HANCOCK SCHOOL.

Mary A. Anderson,
 Mary W. Blake,
 Maggie A. J. Carr,
 Mary L. Clark,
 Florence E. Collier,
 Ellen A. Coleman,
 Eveline M. Coughlin,
 Mary A. Egan,
 Amelia C. Enos,
 Helena G. Farren,
 Mary L. Goodrich,
 Letitia E. Gourley,

Ellen H. Griffin,
 Katie E. Healey,
 Elizabeth K. G. Hogan,
 Matilda J. Kennemon,
 Mary A. Kyle,
 Ella M. Maynard,
 Minnie E. McCartney,
 Julia F. McCann,
 Martha Nicholson,
 Mary J. M. Paul,
 Minnie E. Pitman,
 Mary E. L. Porter,
 Mary A. Rayeroft,
 Mary J. A. Thompson,
 Margaret J. Watson,
 Annie A. Williams,
 Annie T. Winsor,
 Mary A. P. Wren.

HARRIS SCHOOL.

Boys.

Charles W. Bradley,
 J. Lodge Eddy,
 William Elder,
 Edward L. Knapp,
 William Lynes,
 Everett H. Sharp.

Girls.

Mary L. Alexander,
 Fannie A. Buckpit,
 Harriet A. Burditt,
 Adeline J. Callender,
 Mary S. Fifield,
 Sarah R. Glass,
 Caroline W. Horne,
 Josephine A. Jones,
 Mary A. Knapp,
 Caroline M. Littlefield,
 Jennie Reid,
 Mary F. Shallenbach,
 Alice Shepard,
 Emma L. Smith,
 S. Antoinette Whall,
 Sarah W. Wilson.

LAWRENCE SCHOOL.

J. Walter Bachelor,
Matthew J. Barron,
George Aloysius Boyd,
Edward William P. Cahill,
John Francis Cochran,
Michael Conley,
John Currie,
Daniel Donovan,
Francis Joseph Dempsey,
Thomas M. Devine,
John T. Dodge,
James E. J. Dolan,
William M. Dowling,
Dennis Joseph Driscoll,
Edward Everett Duffee,
Charles Hamlin Dunton,
Charles Gardner,
Michael Joseph Galway,
Daniel Joseph Geary,
Patrick Griffin,
Francis George Haley,
Joseph Edward Hayes,
Francis Joseph Hayden,
Edward James Hughes,
Crozier Hurst,
William P. A. Lally,
Frank Lappen,
Joseph McCarron,
William McCarthy,
James F. McDonough,
Patrick John McGrath,
Frank Wilder McCobb,
Maurice Francis Meagher,
Charles E. Meins,
Thomas Francis Morrissey,
John Philip Mullen,
John Edward O'Roark,
John Parker,
Michael Thomas Reagan,
Thomas Slattery,
William Joseph Welch.

LEWIS SCHOOL.

Boys.

Charles Edwin Adams,
Charles Henry Bowditch,
Frederic F. Chadwick,
Henry Washington Doland,
Frank Matthew Foley,
Frederic S. Hunter,
Arthur L. Jacobs,
Henry Jolmson,
Alfred Edwin King,
Franklin S. Leavitt,
Frank W. McCrea,
Patrick J. Mullen,
Byron G. Pearson,
William J. Reardon,
Edmund S. Rousmaniere,
Joseph A. Rumrill.

Girls.

Annie E. Aldrich,
Ida Louise Barton,
Grace Clara Brown,
Louesa Maeder Clark,
Sarah E. B. Davis,
Roxalana P. Edmands,
Eloise S. Edwards,
Lizzie L. Gray,
Ella M. Green,
Josephine J. Howe,
Emma W. James,
Harriet W. Leavitt,
Jennie McIntosh,
Annie F. Mayo,
Helen L. Moulton,
Grace W. Minns,
Martha A. Newton,
Elizabeth E. O'Connell,
Mary Richards,
Mary C. Ryan,
Annie J. Seaver,
Lucy C. Stafford,
Caroline A. Wadsworth.

LINCOLN SCHOOL.

Boys.

Allen Arnold,
Benjamin J. Bowen,
Alma C. Brainard,
William C. Cherrington,
Charles B. Crooker,
Albert T. DeLuce,
John A. Devine,
Frank L. Doolittle,
George F. Drew,
Harry Halden
Ed. F. Haynes,
Eugene P. Johnson,
George T. Kingman,
Frank G. McCoy,
Harry M. McDonald,
Fred. W. J. McGlinchey,
William A. Moffett,
George L. Neily,
Charles S. Paw,
Patrick F. Quinn,
Charles P. Renfrew,
Clarence O. Richards,
Thomas M. Smith,
Edwin E. Stetson,
Edwin R. Spinney,
James F. Welch.

Girls.

Flora L. Beckler,
Mary L. Bright,
Bridget E. Buckley,
Claudine E. Cherrington,
Mattie G. Clarke,
Addie S. Crafts,
Nellie B. Crooker,
Julia A. Dickerson,
Mary E. Harrington,
Nellie J. Jacobs,
Hannah L. McGlinchey,
Mary McNamara,
Phoebe W. Paige,
Annah L. Phippen,
Josephine E. Powers,

Laura S. Russell,
Susie H. Sloane,
Miriam B. Swett,
Mary E. Taft,
Ellen M. Wilkins.

LYMAN SCHOOL.

Boys.

Charles A. Ballou,
George E. Barkley,
Edward T. Currier,
Henry O. Fletcher,
George H. Flint,
James J. Griffin,
John Hagarty,
William Johnson,
George F. Kelly,
George F. Landrigan,
Thomas J. Lane,
John J. Moore.

Girls.

Emma L. Busell,
Adele B. Cline,
Mary W. Holbrook,
Therese C. Holmes,
Mary J. Keenan,
Kate A. Mason,
Josephine M. Pease,
Hattie Piper,
Hattie Shaw,
Mary A. Sheeran,
Abbie E. Wallis.

MATHER SCHOOL.

Boy.

John Murphy.

Girls.

Catherine D. Austin,
Annie J. Bacon,
Bertha Whittier Jacobs,
Mary M. McNulty,
Bessie Wall.

MAYHEW SCHOOL.

Edward J. Butler,
 Charles E. Cunningham,
 Charles Damrell,
 Daniel F. Eagan,
 Anson B. Edgerly,
 Thomas W. C. Hoey,
 Godfrey M. Hyams,
 William F. Jarvis,
 Hugh I. Kennedy,
 Charles W. F. McDevitt,
 Hugh Mullen,
 John A. Perry,
 James Robinson,
 John B. P. Rosatto,
 John H. N. Russell,
 Frederic P. Taylor.

MINOT SCHOOL.

Boys.

Gardner Dennison,
 William Ellery Hannum,
 George Walter Mason,
 Frederick M. Stearns.

Girls.

Mela Isabel Barrows,
 Alice Rebecca Hayward,
 Lucinda Ella Talbot.

NORCROSS SCHOOL.

Sadie Dean Baker,
 Mary Elizabeth Brady,
 Martha Grace Buckley,
 Lizzie Frances Cliff,
 Mary Ellen T. Conley,
 Annie May Connor,
 Maggie Louisa Curry,
 Arabella Brown Cushing,
 Emma Frances Crane,
 Maggie Ann Duffer,
 Mary Hannah Farnham,
 Lizzie Ferdinand,
 Mary Hannah Foote,

Jennie Chestnut Gibson,
 Mary Godfrey,
 Angela Hayes,
 Carrie Ellis Hilliard,
 Maggie Elizabeth Holland,
 Emma Cordelia Howard,
 Jennie Hutchinson,
 Emma Winifred Hyland,
 Delia Veronea Kelley,
 Mary Elizabeth Lally,
 Emma Frances Linton,
 Eliza Agnes Maguire,
 Fanny Amanda Keyser,
 Annie Maria Mehegan,
 Adela Hannah McKenny,
 Annie Maria L. Munier,
 Maria Louise G. Nelson,
 Elizabeth Lyman Parker,
 Kate Mary Quinn,
 Nellie Maria F. Slica,
 Minnie Ellen T. Shine,
 Mary Ann Sullivan,
 Alice Nelson Talpey,
 Mary Carrie Turner,
 Eva Caroline Watson,
 Mary Catharine Walsh,
 Lizzie Aloysius Welch,
 Nellie Theresa Welsh,
 Carrie Weiscopf.

PHILLIPS SCHOOL.

Ezra F. Bates,
 William A. Brooks,
 George E. Brown,
 Nathan D. Clark,
 George W. Connor,
 Walter H. Cummings,
 William A. Earle,
 John B. Kane,
 Frank G. Kellogg,
 Flavill W. Kyle,
 John J. McComb,
 Charles W. Morse,
 Charles H. Perry,
 Fred A. Preble.

PRESCOTT SCHOOL.

Boys.

Joseph M. Condon,
Ciro Cummings,
Thomas L. Dunbar,
Morris Dunn,
Richard H. Finn,
George A. Harrington,
Herbert Loveland,
John Lynch,
William A. McCrillis,
John S. McLaughlin,
Ranald McQuarry,
Willard C. Morrison,
Lawrence Niles,
Jesse Pierce,
George H. Sampson,
George E. Snelling,
Walter J. Staples,
John Townsend,
Larkin Trull,
Charles L. Woodside.

Girls.

Eleanor G. Andrews,
Flora P. Brown,
Catharine F. Creelman,
Charlotte P. Evans,
Emma F. Gould,
Ida E. Halliday,
Idilla E. Kenney,
Susan J. Mayo,
Lizzie M. Morrisey,
Ina A. Pingree,
M. Louise Roby,
Helen M. Swain,
Isabelle M. Weeks.

QUINCY SCHOOL.

Kendall Lincoln Achorn,
John Henry Armstrong,
Thomas William Casey,
John Joseph Clark,
Jeremiah Coffey,

Jeremiah Joseph Connors,
Frederick Henry Coombs,
Oscar Abbott Drew,
Daniel James Fair,
Thomas William Gleeson,
Daniel Francis Hurley,
James Joseph Kelly,
John Henry Lally,
Peter Martin Lang,
James Joseph Larkin,
Thomas Patrick McCarthy,
Charles Moynihan,
John Francis Mungovan,
Thomas Joseph Murphy,
Philip Henry Quinn,
James Francis Sweeny,
William Henry Whitney.

RICE SCHOOL.

George Adams,
Frank F. Baldwin,
Edwin A. Bosworth,
Frank W. Bradford,
Willis S. Child,
George H. Clapp,
Charles H. Crockett,
James H. Dooling,
James H. Farless,
Joseph E. Gallagher,
George H. Healey,
Hiram A. Hitchcock,
Charles W. Janes,
Edward F. Keeler,
Henry T. Kimball,
Henry B. Lotts,
Ellis H. Marshall,
Patrick Quinlan,
Charles C. Ryder,
Joseph B. Sanford,
Henry R. Sargent,
William S. D. Smith,
John F. Souther,
William H. Swallow,
Harry G. Trull,
Frank L. Union

Renton Whidden,
Albert L. Whitman,
Merle St. C. Wright.

SHERWIN SCHOOL.

Boys.

Grenville Bacon, Jr.,
William Henry Bowles,
James Francis Cloney,
Joseph Warren Cogswell,
Edwin Allyn Howe,
Alden John Kasson,
Charles Francis Murphy,
George Franklin Rivinius,
Royal Wright Robinson,
Frank Joseph Stephens,
Julius Edgar Ward,
George Jarvis Wardwell.

Girls.

Annie Josephine Corrigan,
Maggie Cleary,
Delia Gibney,
Minnie Louisa Lincoln,
Lizzie Josephine McLaughlin,
Theresa Agnes McIver,
Mary Theresa Sheehan.

SHURTLEFF SCHOOL.

Fannie T. Bailey,
Edith S. Bartlett,
Ella F. Bradlee,
Nettie E. Brett,
Georgianna N. Brigham,
S. Louis Chandler,
Gertrude E. Danforth,
Cora L. Fairbank,
Grace D. Farrell,
Lillian M. Gustin,
M. Olivia Hammond,
Caroline J. Hertkorn,
Esther M. Hill,
Minnie Keenan,
Kitty A. Learned,
Annie C. Littlefield,

Theresa Lonergan,
Nellie L. McDonald,
Carrie E. Moffette,
Esther F. Nichols,
Alice M. Nolen,
Mary E. O'Connor,
Ella L. Pentland,
Fannie S. Pierce,
Isabella L. Quimby,
Ida Rae,
Amanda M. Stewart,
Annie F. Stinson,
Mary E. Tomilson,
Annie I. Tripp,
M. Emma White,
Annie Wright,
Lizzie A. Whitcomb.

STOUGHTON SCHOOL.

Boys.

Albert P. Davenport,
George Lowell Parker,
Arthur Augustus Hibbard.

Girls.

Clara Brown Cain,
Lizzie Hannah Crossland,
Mary Theresa Foley,
Nellie Sullivan.

TILESTON SCHOOL.

Boys.

John Conness, Jr.,
John H. Cook,
Clarence H. Cox.

Girls.

Ada L. Gates,
Grace Tavener,
Charlotte E. Walter.

WASHINGTON SCHOOL.

Walter William Donnelly,
Henry Mitchell Esselen,
Robert Henry Ferguson,

Charles Richard French,
William Forester Hunter,
William Windship Munroe,
George William O'Donnell,
Ernest James Richardson,
George Sparhawk,
August Christian Wallon,
Edwin Francis Warren.

WELLS SCHOOL.

Pauline E. Allen,
Sarah A. Alley,
Louise N. Blanchard,
Elmira C. Brady,
Hannah Clike,
Alice Collins,
Florence E. Dexter,
Mary A. Horgan,
Jennie M. Humphrey,
Blanche A. Marsters,
Emily Florence Moulton,
Susie T. Mullen,
Sarah A. Prescott,
Winnifred A. Rust,
Ellen T. Sullivan,
Elizabeth A. Tracy,
Lizzie C. Wilson,
Elizabeth Wright.

WINTHROP SCHOOL.

Mary E. Badlam,
Ella M. Bancroft,

Emily Benedict,
Sarah F. Bense,
Lucy L. Brown,
Mary C. Burgess,
Georgie E. Cayvan,
Lydia L. Darrow,
Annie A. Duclos,
Nellie C. Emerson,
Geneva E. Gott,
Anna M. Greer,
C. W. Learned,
Ada Leland,
Annie M. Letts,
Mary J. McDonald,
Carrie Merrill,
Lucy Merrill,
Charlotte E. Nowell,
Alice E. O'Neil,
Caroline E. Page,
Kate I. Parker,
Juliette F. Redlow,
Harriet A. Reed,
Helen A. Shaw,
Eliza J. Skehel,
Ella M. Smith,
Mary A. Snapp,
Annie D. Stinson,
Helena S. Stoehr,
Anna Wells,
Mary E. Wilder.

ROSTER.

BOSTON SCHOOL REGIMENT.

COMPOSED OF PUPILS OF THE LATIN, ENGLISH HIGH, ROXBURY HIGH,
AND ROXBURY LATIN SCHOOLS,

Under the instruction of Lieut.-Col. Hobart Moore.

Colonel. — Arthur B. Denny, Latin School.

Lieutenant Colonel. — F. C. Brewer, English High School.

FIRST BATTALION. — LATIN SCHOOL.

Major. — M. Vassar Pierce.

Adjutant. — Frank W. Rollins.

Quartermaster. — Thomas F. Sherman.

Serjeant Major. — Preston H. Grover.

COMPANY A.

Captain. — J. Q. A. Brett.

First Lieutenant. — Charles G. Currier.

Second Lieutenant. — Quincy Pierce.

COMPANY B.

Captain. — Newell R. Campbell.

First Lieutenant. — Walter H. Russell.

Second Lieutenant. — Edwin L. Morse.

COMPANY C.

Captain. — William L. Bell.

First Lieutenant. — Edw. J. Cutter.

Second Lieutenant. — Hayward W. Cushing.

COMPANY D.

Captain. — J. Loring Cheney.

First Lieutenant. — Walter M. Cutter.

Second Lieutenant. — James W. Walker.

SECOND BATTALION.—ENGLISH HIGH SCHOOL.

Major. — William S. French.

Adjutant. — John B. Clapp.

Quartermaster. — Samuel E. Brown, Jr.

Serjeant Major. — Frank E. Peabody.

COMPANY A.

Captain. — M. J. Sullivan.

First Lieutenant. — Lewis B. Porter.

Second Lieutenant. — Eugene D. Pierce.

COMPANY B.

Captain. — Frederick W. Lincoln, Jr.

First Lieutenant. — Arthur B. Robinson.

Second Lieutenant. — Thomas W. Preston.

COMPANY C.

Captain. — Frank E. Green.

First Lieutenant. — Clarence W. Barron.

Second Lieutenant. — Granville R. Farrar.

COMPANY D.

Captain. — Charles J. Adams.

First Lieutenant. — Benjamin S. Palmer.

Second Lieutenant. — Frederick H. Prentiss.

COMPANY E.

Captain. — John B. Babcock, Jr.

First Lieutenant. — Clarence H. Carter.

Second Lieutenant. — Charles Everett.

THIRD BATTALION.—ENGLISH HIGH SCHOOL.

Major. — Benjamin F. P. Simons.

Adjutant. — Fred. A. McDonald.

Quartermaster. — James W. Daly.

Serjeant Major. — Frank F. Raymond.

COMPANY A.

Captain. — George A. Taylor.

First Lieutenant. — Charles F. Drew.

Second Lieutenant. — Clifton Church.

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COMPANY B.

Captain. — Melville T. Marshall.

First Lieutenant. — Evelyn B. Goodsell.

Second Lieutenant. — George H. Hunneman.

COMPANY C.

Captain. — Julian F. Withereil.

First Lieutenant. — Harry T. Upham.

Second Lieutenant. — Charles F. Somes.

COMPANY D.

Captain. — Caleb E. Gowen.

First Lieutenant. — William J. Caton.

Second Lieutenant. — Henry N. Almy.

COMPANY E.

Captain. — Antoine A. McAloon.

First Lieutenant. — Frank C. McKenna.

Second Lieutenant. — George E. Armstrong.

FOURTH BATTALION.

Major. — G. F. Pierce, Roxbury High School.

Adjutant. — A. Stone, Roxbury Latin School.

Quartermaster. — C. Franklin, Roxbury High School.

Serjeant Major. — M. Nevers, Roxbury High School.

COMPANY A. — ROXBURY HIGH SCHOOL.

Captain. — N. P. York.

First Lieutenant. — F. Spanglér.

Second Lieutenant. — C. H. Walker.

COMPANY B. — ROXBURY HIGH SCHOOL.

Captain. — H. G. Allen.

First Lieutenant. — H. Bacon.

Second Lieutenant. — H. D. Hutchinson.

COMPANY C. — ROXBURY LATIN SCHOOL.

Captain. — N. N. Thayer.

First Lieutenant. — J. A. Wetherbec.

Second Lieutenant. — A. W. Spencer

SCHOOL HOUSES.

<i>Name.</i>	<i>Location.</i>	<i>No. feet in lot.</i>	<i>When built.</i>	<i>No. of rooms.</i>	<i>Remarks.</i>
Adams	Summer street .	14,100	1856	18 and hall	Ward Room No. 10 in this building.
Atherton	Columbia street, Ward 16	4,727	1868	1	
Avon place	Highlands . . .	10,057	1851	2	
Andrews	Genessee street	5,393	1848	3	
Anstin	Paris street . .	5,360	1849	6	
Appleton . . . . .	. . . . .	18,454	1870	10
Boylston	Washington st. .	15,073	1845	13 and hall	
Bowdoin	Myrtle street . .	4,892	1848	12	
Bowditch	South street . .	12,006	1862	14 and hall	
Bigelow	Fourth street .	12,660	1850	14	
Brimmer	Common street .	11,097	1843	14	Remodelled, 1869. Rebuilt, 1861.
Baldwin	Grant place . .	6,139	1864	6	
Chapman	Entaw street . .	13,040	1850	10	
Comins	Tremont street .	23,780	1856	13	
Comins Branch .	Smith street . .	6,952	1849	2	
“ “	Francis street .	12,075	1853	2	
Codman street .	Ward 16	43,560	1861	2	
Cheever	Thacher street .	2,003	1846	3	
Cottage place . .	Highlands . . .	13,500	1859	4	
Channing	Cove street . . .	7,140	1866	9	Rebuilt, 1865. Rebuilt, 1870. Rebuilt, 1860.
Cook	Groton street .	4,922	1852	6	
Cushman	Parmenter street	1867	1867	16	
Clinch	F Street	13,483	1871	6	
Capen	Sixth street . .	12,375	1871	6	
Dwight	Springfield street	19,125	1857	14 and hall	
Dudley	Bartlett street .	7,950	1846	6	
Dearborn	Dearborn court	38,636	1852	14	
Dwight Pr.	Rutland street .	7,850	1851	6	
Dean	Wall street . . .	3,649	1853	6	
Drake	C street	10,260	1869	6	Rebuilt, 1860.
Eliot	N. Bennet street	11,077	1838	14	
Everett	Summer street . Ward 16	29,300	1855	7	
Everett	Camden street .	32,409	1860	14	

<i>Name.</i>	<i>Location.</i>	<i>No. feet in lot.</i>	<i>When built.</i>	<i>No. of rooms.</i>	<i>Remarks.</i>
East St. place . .	East street place	2,706	1849	4	
Emerson	Poplar street . .	5,924	1861	6	
Eustis street . .	Boston Highlands	13,543	1848	4	Enlarged, 1853.
Franklin	Ringgold street .	16,439	1859	14 and hall	
Freeman	Charter street	5,247	1868	6	
Franklin place . .	Highlands	8,098	1865	4	
Gibson	School st., Ward 16	44,800	1857	6	
Guild	East street	7,250	1866	12	
George street . .	Highlands	18,894	1861	6	
Grant	Phillips street . .	3,744	1852	4	
High and Latin .	Bedford street . .	12,980	1844	16 " "	Additional story added, 1863.
Hancock	Richmond street	28,197	1847	14 " "	
High	Kenilworth street	6,667	1861	4	Boston Highlands.
High	Dorch'r avenuc. Ward 16	50,340	1870	6 " "	
Harris	Adams street, Ward 16	37,150	1861	8 " "	
High Branch . .	Mason street . .	12,771	1848	14	Formerly the Normal school-house.
Hawes	Broadway	14,972	1823	8	
Heath street . .	Highlands	10,557	1837	2	
Ingraham	Sheafe street . .	2,198	1843	3	
Lawrence	B and Third sts.	14,343	1856	14 " "	
Lincoln	Broadway	17,560	1859	14 " "	
Lyman	Paris street . . .	26,200	1870	14 " "	Rebuilt, 1872.
Lewis	Sherman street .	27,830	1868	12 " "	
Mayhew	Hawkins street .	9,625	1847	10 " "	
Mather	Meeting House Hill . . . . .	. . . .	1856	7	
Minot	Walnut street, Ward 16	16,790	1856	7	
Munroe street . .	Highlands	11,910	1854	2	Rebuilt, 1857.
Milldam . . . . .	" . . . . .	. . . .	1849	2	On land not owned by the city.
Mather	Broadway	10,160	1842	10	
Mt. Pleasant av.	Highlands	9,510	1847	2	
Normal	Newton street . .	30,520	1870	. . . . .	Dedicated April 19, 1871.
Norcross	D street	12,075	1868	12 and hall	
N. Margin street	N. Margin street	1,661	1837	2	
Old Lyman	Meridian street .	13,616	1846	. . . . .	B'reh Library and Ward- room 1, in this building.
Old High	Dorchester ave., Ward 16	34,460	. . . .	4	Unoccupied.

<i>Name.</i>	<i>Location.</i>	<i>No. feet in lot.</i>	<i>When built.</i>	<i>No. of rooms.</i>	<i>Remarks.</i>
Oliver	Sumner street .	2,263	1843	2	
Phillips	Anderson street	11,190	1862	14 and hall	
Prescott	Prescott street .	39,952	1865	16 " "	
Pierpont	Hudson street .	4,216	1850	4	
Phillips street . .	Highlands . . .	20,595	1867	8	
Pormort	Snelling place .	4,373	1855	6	
Parkman	Silver street . .	5,306	1843	6	
Quincy	Tyler street . .	11,766	1847	14 " "	Burnt 1859. Rebuilt 1860. Bell tower built 1872.
Rice	Dartmouth st. .	27,125	1869	14 " "	
Rice Pr.	Concord street .	10,756	1845	10	Ward-room. Ward 11, in this building.
Shurtleff	Dorchester st. .	41,000	1869	14 " "	
Sherwin	Madison square	32,040	1870	16 " "	Dedicated Feb. 23, 1871.
Stoughton	River st., Wd. 16	29,725	1856	8	
Smith	Joy street . . .	1,938	1834	2	
Simonds	Broadway . . . .	. . . .	1840	3	On Hawes School-house Lot.
Shurtleff Pr. . . .	Tyler street . .	3,900	1855	6	
Sharp	Anderson street	5,611	. . .	6	Ward-room, Ward 6, in this building.
Somerset street .		5,488	. . .	8	Formerly the Normal Training School.
Savage	Harrison avenue	5,537	1862	4	Ward-room 5 in this building.
Starr King	Tennyson street	10,318	1870	10 " "	
Skinner	Fayette street .	5,242	1870	6	
Tileston	Norfolk street, Ward 16	83,640	1868	8 " "	
Ticknor	Washington Vil.	11,486	1865	12	
Tappan	Lexington street	4,025	1846	3	
Tuckerman	City Point . . .	11,655	1850	6	Enlarged in 1861.
Thornton street	Highlands . . .	6,640	1847	2	
Vernon street . .	"	7,675	1849	4	Enlarged in 1861.
Winthrop	Tremont street .	15,078	1855	14 " "	
Weils	Blossom street .	17,657	1868	10 " "	Ward-room, Ward 3, in this building.
Washington	Washington st. .	14,390	1840	7	Enlarged, 1847.
Webb	Porter street . .	7,492	1853	6	
Webster	Webster street .	5,036	1852	6	
Ware	N. Bennet street	6,439	1862	4	Ward-room, Ward 2, in this building.

<i>Name.</i>	<i>Location.</i>	<i>No. feet in lot.</i>	<i>When built.</i>	<i>No. of rooms.</i>	<i>Remarks.</i>
Wait	Shawmut ave..	10,974	1860	8	Remodelled, 1870.
Winthrop street .	Highlands . . .	9,775	1857	4	
Winchell	Blossom street .	5,000	1845	5	
Way street . . .	Way street . . .	2,508	1850	3	
Weston street . .	Highlands . . .	14,916	1854	4	
Yeoman street .	" " . . .	18,200	1870	12	

In addition to the foregoing, the following rooms are occupied by schools, those marked (*) being hired at an annual rental of \$9,381.00; the others are in buildings owned by the city.

<i>Number of Rooms.</i>	<i>Location.</i>
Two*	Chapel, Bennington street.
One*	26 Charles Street.
Three*	Rice building.
One*	Day's Chapel, Parker street.
Four	Armory building, Cooper street.
Two	Gunhouse.
One*	Putnam place.
Two*	Jenkins' Hall, Broadway, branch of Lawrence School.
Four*	Pemberton square, School for Deaf Mutes.
One*	Church on D street.
One*	E street church vestry.
One*	Dorchester avenue, opposite Broadway.
Two*	Monmouth street.
One*	Fourth street Church.
Two*	1419 Tremont street.
One*	Bennington street.
One*	Reed's Hall for Evening School.
One*	Hampden st. " " "
One*	Decker's Hall, Dorchester street.
One*	Richards' building, Meridian street.

ORGANIZATION
OF
SCHOOL COMMITTEE.
FOR 1873.

HON. HENRY L. PIERCE, *Mayor, ex officio.*

EDWARD O. SHEPARD, *President of the Common Council, ex officio.*

Ward 1.

Henry S. Washburn,
George H. Plummer,
Reuben Peterson, Jr.,

Willard S. Allen,
John Noble,
Benj. F. Campbell.

Ward 2.

William J. Porter,
John W. Fraser,
James M. Badger,

Michael Moran,
George D. Ricker,
Thomas F. Mahan.

Ward 3.

John F. Jarvis,
Frank B. Clock,
Lucius Slade,

Samuel H. Wentworth,
James A. McDonough,
John E. Quinn.

Ward 4.

William O. Johnson,
A. Kendall Tilden,
Nathaniel B. Shurtleff,

Ezra Palmer,
Edward H. Dunn,
John T. Beckley.

Ward 5.

John P. Ordway,
George F. Bigelow,
Edward B. Rankin,

Henry J. Colman,
John M. Maguire,
John J. Murphy.

Ward 6.

J. Baxter Upham,
Joseph Willard,
Samuel K. Lothrop,

James Reed,
Hall Curtis,
Charles C. Perkins.

Ward 7.

Richard J. Fennelly,
P. J. Whelton,
Christopher A. Connor,

Edward C. Leonard,
Hugh J. Toland,
John E. Fitzgerald.

Ward 8.

Henry P. Shattuck,
Solon Thornton,
William Woods,

David W. Foster,
George L. Chaney,
George E. Filkins.

Ward 9.

John C. J. Brown,
William T. Brigham,
Francis D. Stedman,

Charles J. Prescott,
John P. Reynolds,
Charles Hutchins.

Ward 10.

Abijah Richardson,
Jonathan A. Lane,
Lyman Mason,

William Reed,
Charles L. Flint,
William H. Baldwin.

Ward 11.

Robert C. Waterston,
George H. Nichols,
Wm. H. Learnard, Jr.,

Stephen G. Deblois,
William B. Merrill,
Samuel B. Cruft.

Ward 12.

Francis H. Underwood,
Warren P. Adams,
John S. H. Fogg,

George A. Thayer,
Arthur H. Wilson,
Joseph H. Allen.

Ward 13.

Joseph A. Tucker,
George W. Adams,
George H. Lloyd,

James Morse,
Edward G. Morse,
John D. Carty.

Ward 14.

George H. Monroe,
Moody Merrill,
Joel Seaverns,

John O. Means,
Ira Allen,
P. O'Meara Edson.

Ward 15.

George M. Hobbs,
Charles K. Dillaway,
James Waldock,

Albert E. Dunning,
George F. Emery,
Joseph O'Kane.

Ward 16.

Baylies Sanford,
Frederick P. Moseley,
Benjamin Cushing,

John H. McKendry,
William T. Adams,
John W. Porter.

HON. HENRY L. PIERCE, Mayor, *President*.

JOHN D. PHILBRICK, *Superintendent of Schools*.

BARNARD CAPEN, *Secretary of the Board*.

GEORGE A. SMITH, *Clerk of the Committee on Accounts*.

ALVAH H. PETERS, *Messenger*.

Rooms of the Board open from nine o'clock till six o'clock.

Office hour of the Superintendent: From 12½ o'clock to 1½ o'clock.

Office hour of the Clerk of the Committee on Accounts: From 12½ o'clock to 1½ o'clock.

STANDING COMMITTEES.

Elections.

Henry P. Shattuck, <i>Chairman</i> ,	Baylies Sanford,
Hall Curtis,	Reuben Peterson, Jr.
Joseph Willard,	Jonathan A. Lane,
	John E. Fitzgerald.

Rules and Regulations.

Lyman Mason, <i>Chairman</i> ,	John S. H. Fogg,
George H. Nichols,	Nathaniel B. Shurtleff,
George M. Hobbs,	John W. Fraser,
	William H. Baldwin.

Salaries.

J. Coffin Jones Brown, <i>Chairman</i> ,	William T. Adams,
Ira Allen,	Christopher A. Connor,
Henry S. Washburn,	David W. Foster,
	Charles J. Prescott.

Accounts.

William B. Merrill, <i>Chairman</i> ,	Moody Merrill,
William H. Learnard, Jr.,	Lucius Slade,
George D. Ricker,	Warren P. Adams,
	Francis D. Stedman.

Text-Books.

S. K. Lothrop, <i>Chairman</i> ,	Samuel H. Wentworth,
John F. Jarvis,	Benjamin Cushing,
Charles Hutchins,	Ezra Palmer,
	Charles L. Flint.

School Houses and School Sections.

Charles J. Prescott, <i>Chairman</i> ,	John W. Porter,
Joseph A. Tucker,	George H. Monroe,
John Noble,	Hugh J. Toland,
	Abijah Richardson.

Music.

J. Bazter Upham, <i>Chairman</i> ,	William B. Merrill,
John P. Ordway,	Charles C. Perkins,
Robert C. Waterston,	Warren P. Adams.
Charles L. Flint,	

Printing.

George F. Bigelow, <i>Chairman</i> ,	Edward B. Rankin,
Joseph A. Tucker,	George W. Adams,
Solon Thornton,	Arthur H. Wilson,
	Joseph O'Kane.

Vocal and Physical Culture, and Military Drill.

Lucius Slade, <i>Chairman</i> ,	Henry P. Shattuck,
J. Baxter Upham,	William O. Johnson,
P. O'Meara Edson,	William Woods,
	George E. Filkins.

Drawing.

Charles C. Perkins, <i>Chairman</i> ,	James Morse,
J. C. J. Brown,	William Woods,
Robert C. Waterston,	James Waldock,
	George F. Bigelow.

Evening Schools.

Hall Curtis, <i>Chairman</i> ,	William H. Baldwin,
George D. Ricker,	James Waldock,
John S. H. Fogg,	Willard S. Allen,
	John H. McKendry.

Schools for Licensed Minors.

Ira Allen, <i>Chairman</i> ,	Stephen G. Deblois,
Richard J. Fennelly,	Michael Moran,
	A. Kendall Tilden.

School for Deaf Mutes.

George F. Bigelow, <i>Chairman</i> ,	Lucius Slade,
Henry S. Washburn,	Nathaniel B. Shurtleff,
Ira Allen,	Samuel B. Cruft,
	Frank B. Clock.

Kindergarten School.

William H. Baldwin, <i>Chairman</i> ,	John S. H. Fogg,
Hall Curtis,	John P. Reynolds,
Henry P. Shattuck,	John W. Porter,
	William Read.

Industrial Schools.

S. K. Lothrop, <i>Chairman</i> ,	Moody Merrill,
Hall Curtis,	George F. Bigelow,
Nathaniel B. Shurtleff,	William T. Adams,
	William H. Learnard, Jr.

LATIN AND HIGH SCHOOLS.

PUBLIC LATIN SCHOOL.

Bedford street.

COMMITTEE.

Henry S. Washburn, <i>Chairman.</i>	James Reed, <i>Secretary.</i>
John P. Reynolds,	Abijah Richardson,
Michael Moran,	Samuel B. Cruft,
John F. Jarvis,	George A. Thayer,
Nath'l B. Shurtleff,	George W. Adams,
John P. Ordway,	George H. Monroe,
P. J. Whelton,	George M. Hobbs,
David W. Foster,	William T. Adams.

TEACHERS.

Francis Gardner, <i>Head Master.</i>	Augustine M. Gay, <i>Master.</i>
Moses Merrill, <i>Master.</i>	George W. Pierce, <i>Master.</i>
Josiah G. Dearborn, <i>Master.</i>	Augustus H. Buck, <i>Master.</i>
George W. Minns, <i>Master.</i>	John S. White, Jr., <i>Master.</i>
Charles J. Capen, <i>Master.</i>	Joseph W. Chadwick, <i>Master.</i>
Prospère Morand, <i>Teacher of French.</i>	Chas. A. Barry, <i>Teacher of Drawing.</i>
Julius Eichberg, <i>Teacher of Music.</i>	Lieut.-Col. Hobart Moore, <i>Teacher of Military Drill.</i>

ENGLISH HIGH SCHOOL.

Bedford street.

COMMITTEE.

S. K. Lothrop, <i>Chairman.</i>	John Noble, <i>Secretary.</i>
Charles J. Prescott,	Lyman Mason,
James M. Badger,	Robert C. Waterston,

James A. McDonough,
William O. Johnson,
John M. Maguire,
Hugh J. Toland,
William Woods,

John S. H. Fogg,
James Morse,
Ira Allen,
James Waldock,
Frederick P. Moseley.

TEACHERS.

Charles M. Cumston, <i>Head Master.</i>	Luther W. Anderson, <i>Master.</i>
Moses Woolson, <i>Master.</i>	Robert E. Babson, <i>Master.</i>
L. Hall Grandgent, <i>Master.</i>	Albert Hale, <i>Master.</i>

SUB-MASTERS.

Charles B. Travis,	John P. Brown,
Charles J. Lincoln,	Alonzo G. Whitman,
Charles H. Cumston,	John O. Norris,
Lucius H. Buckingham,	Le Roy Z. Collins,
Joseph W. Keene,	Thomas J. Emery,
John F. Casey,	Charles O. Whitman.
Henry Hitchings, <i>Teacher of Drawing.</i>	Edward K. Clark, <i>Ass't Teacher of Drawing.</i>
Nicolas F. Dracopolis, <i>Teacher of French.</i>	Col. Hobart Moore, <i>Teacher of Military Drill.</i>

GIRLS' HIGH SCHOOL,

West Newton street.

COMMITTEE.

Charles L. Flint, <i>Chairman.</i>	Warren P. Adams, <i>Secretary.</i>
Christopher A. Connor,	Henry P. Shattuck,
Willard S. Allen,	Charles Hutchins,
George D. Ricker,	Stephen G. Deblois,
Samuel H. Wentworth,	E. G. Morse,
John T. Beckley,	P. O'Meara Edson,
George F. Bigelow,	Charles K. Dillaway,
Charles C. Perkins,	Baylies Sanford.

TEACHERS.

Samuel Eliot, <i>Head Master,</i>	Catharine Knapp, <i>Head Ass't.</i>
Harriet E. Caryl, <i>Master's Assistant.</i>	Margaret A. Badger, “
Bessie T. Capen, <i>Teacher of Chemistry.</i>	Emma A. Temple, “
	Mary E. Scates. “

ASSISTANTS.

Adeline L. Sylvester,	Elizabeth C. Light,
Lucy O. Fessenden,	Julia A. Jellison,
Adeline S. Tufts,	Alice M. Wellington,
Emerette O. Patch,	Rebecca R. Joslin,
S. Annie Shorey,	Augusta C. Kimball,
Ellen O. Swain,	Mary E. Holbrook,
Florena Gray,	Lucy R. Woods,
Ellen M. Folsom,	Mary J. Allison,
Laura B. White,	Lillie B. Holbrook,
Mary L. B. Capen, <i>Laboratory Ass't.</i> Prospère Morand, <i>Teacher of French.</i>	
E. C. F. Krauss, <i>Teacher of German.</i> Julius Eichberg, <i>Teacher of Music.</i>	
Henry Hitchings, <i>Teacher of Drawing.</i> Mercy A. Bailey, <i>Teacher of Drawing.</i>	

NORMAL SCHOOL.

West Newton street.

COMMITTEE.

Charles Hutchins, <i>Chairman.</i>	John Noble, <i>Secretary.</i>
Wm. H. Learnard, Jr.,	John P. Ordway,
William B. Merrill,	Moody Merrill,
George A. Thayer.	

TEACHERS.

Larkin Dunton, <i>Head Master.</i>	Jenny H. Stickney, <i>Head Assistant.</i>
Florence W. Stetson, <i>Assistant.</i>	Bertha W. Hintz, <i>Assistant.</i>
Annie J. Stoddard, <i>Assistant.</i>	Charles A. Barry, <i>Teacher of Drawing.</i>

ROXBURY HIGH SCHOOL.

COMMITTEE.

Moody Merrill, <i>Chairman.</i>	George M. Hobbs, <i>Secretary.</i>
John E. Fitzgerald,	George L. Chaney,
George H. Plummer,	Francis D. Stedman,
Wm. J. Porter,	William Read,
Lucius Slade,	Wm. H. Learnard, Jr.,
Nath'l B. Shurtleff,	John S. H. Fogg,
Henry J. Colman,	Joseph A. Tucker,
Hall Curtis,	William T. Adams.

TEACHERS.

Samuel M. Weston, *Head Master.* M. L. Tincker, *Head Assistant.*

ASSISTANTS.

Emily Weeks,	Eliza D. Gardner,
Helen A. Gardner,	Edna F. Calder.
Clara H. Balch,	Julius Eichberg, <i>Teacher of Music.</i>
Benj. F. Nutting, <i>Teacher of Drawing.</i>	M. de Maltchyce, <i>Teacher of French.</i>
John F. Stein, <i>Teacher of German.</i>	Lieut.-Col. Hobart Moore, <i>Teacher of Military Drill.</i>

DORCHESTER HIGH SCHOOL.

COMMITTEE.

William T. Adams, <i>Chairman.</i>	John W. Porter, <i>Secretary.</i>
John H. McKendry,	Benjamin Cushing,
Moody Merrill,	Baylies Sanford,
	Edward H. Dunn.

TEACHERS.

Elbridge Smith, <i>Head Master.</i>	Rebecca Vinal Humphrey, <i>Assistant.</i>
Mary Wentworth Hall, <i>Head Ass't.</i>	Ellen Germaine Fisher, <i>Assistant.</i>
Harriet Byron Luther, <i>Assistant.</i>	Mercy A. Bailey, <i>Teacher of Drawing.</i>
Julius Eichberg, <i>Teacher of Music.</i>	Charles De Legarlière, <i>Teacher of French.</i>
John Frederick Stein, <i>Teacher of German.</i>	
Lieut.-Col. Hobart Moore, <i>Teacher of Military Drill.</i>	

DEPARTMENT OF VOCAL MUSIC.

Julius Eichberg, General Supervisor of Music, and Teacher of Music in the High Schools, 154 Tremont street.

Luther W. Mason, Director of Music in the Primary Schools, 3 Cumston place. Address at the Rooms, City Hall.

H. E. Holt, Director of Music in the Grammar Schools, third, fourth, fifth, and sixth classes, 31 Ball street, Roxbury. Address at the Rooms, City Hall.

Joseph B. Sharland, Director and Teacher of Music in the Grammar Schools, first and second classes, 25 Hanson street.

Hiram Wilde, Assistant Teacher of Music, 77 Shawmut avenue.

DEPARTMENT OF DRAWING.

Walter Smith, Normal Art Instructor, and General Supervisor of Drawing,
City Point, South Boston.

SPECIAL INSTRUCTORS.

Charles A. Barry, Latin School, and Normal School. Address at the City Hall.

Henry Hitchings, English High School and Girls' High School, Dedham.

Edward K. Clark, Assistant in English High School.

Mercy A. Bailey, Dorchester High School, and Girls' High School.

Benjamin F. Nutting, Roxbury High School.

These Instructors also supervise the Drawing in the Grammar and Primary Schools as far as their time allows.

FREE EVENING DRAWING SCHOOLS.

Walter Smith, Director of the Classes.

Monday, Tuesday, Thursday, and Friday, 7 to 9 P. M.

Appleton-street School-house.

G. W. Bartlett, Principal of the Cast Drawing School.

Charles Furneaux, Principal of the Free Hand Drawing School.

Starr King School-house, Tennyson street.

Daniel W. Willard, Principal of the Instrumental School.

Mason street.

C. W. Damon,

Willis H. Myrick.

Assistants at Appleton street and Tennyson street.

E. Paul,

C. S. Ward,

George H. Young,

J. L. Frisbe,

Frank B. Morse.

THE SCHOOL DISTRICTS

ARRANGED IN ALPHABETICAL ORDER.

ADAMS SCHOOL DISTRICT.

COMMITTEE.

George H. Plummer, <i>Chairman.</i>	Benj. F. Campbell, <i>Secretary.</i>
Henry S. Washburn,	Willard S. Allen,
John Noble,	Edward H. Dunn.
Reuben Peterson, Jr.,	

ADAMS SCHOOL.

Robert C. Metcalf, <i>Master.</i>	Frank F. Preble, <i>Sub-Master.</i>
Mary M. Morse, <i>Master's Assistant.</i>	Martha E. Webb, <i>Head Assistant.</i>
Louisa E. Harris, <i>Head Assistant.</i>	Lucy A. Wiggin, <i>Head Assistant.</i>

ASSISTANTS.

Sarah M. Boyd,	Clara Robbins,
Harriett Sturtevant,	L. Frances Gardner,
Ellen M. Robbins,	Clara J. Doane,
	Margaret E. Robbins.

PRIMARY SCHOOL.

Adams School-house.

Sarah A. Cook,	Ellen James,
Mary H. Allen,	Mary E. Wiggin,
Eliza A. Wiggin,	Anna E. Reed.
<i>Sub-Committee, Messrs. Plummer and Dunn.</i>	

Sumner street.

Emily C. Morse.	Rosa L. Morse.
<i>Sub-Committee, Mr. Washburn.</i>	

Webster street.

Grace E. Wasgatt.

Sub-Committee, Mr. Campbell.

BIGELOW SCHOOL DISTRICT.

COMMITTEE.

Warren P. Adams, *Chairman.*

P. J. Whelton, *Secretary.*

Francis H. Underwood,

Arthur H. Wilson,

Christopher A. Connor,

Hugh J. Toland,

Richard J. Fennelly,

George A. Thayer,

Joseph H. Allen.

BIGELOW SCHOOL.

Fourth street, Corner E street, South Boston.

Thomas H. Barnes, *Master.*

Fred O. Ellis, *Sub-Master.*

Alonzo Meserve, *Usher.*

Clara E. Farrington, *Master's Ass't.*

Amelia B. Coe, *Head Assistant.*

ASSISTANTS.

Eliza B. Haskell,

Harriet A. Watson,

Ellen Coe,

Henrietta L. Dwyer,

Mary L. Lufkin,

Lucinda P. Bowley,

Celinda Seaver,

Lucy C. Bartlett,

Malvena Tenney,

Abby J. Adams.

Washington Village Branch.

Leander Waterman, *Sub-Master.*

ASSISTANTS.

Mary Nichols,

Mary L. Kinne,

Laura A. Neilson,

Lucy M. Marsh.

PRIMARY SCHOOLS.

Hawes Hall, Broadway.

Anna C. Gill,

Abby B. Kent,

Alice Danforth,

Lucy E. T. Tinkham,

Ann J. Lyon,

Mary P. Colburn,

Mary E. Johnston,

Harriet A. Clapp.

Rear Hawes Hall.

Tiley A. Bolcom,
Mary L. Howard,

Emily T. Smith.

Corner Dorchester and Fourth Streets.

Josephine B. Cherrington,

Sarah A. Graham.

BOWDITCH SCHOOL DISTRICT.

COMMITTEE.

John P. Ordway, *Chairman.*

Henry J. Colman, *Secretary.*

John P. Reynolds,

Richard J. Fennelly,

George F. Bigelow,

Edward C. Leonard,

William T. Adams,

John W. Fraser,

John M. Maguire,

John J. Murphy,

Edward B. Rankin.

BOWDITCH SCHOOL.

South Street.

Alfred Hewins, *Master.*

Francis R. Honey, *Master's Assistant.*

Mary M. T. Foley, *Head Assistant.*

Susan H. Thaxter, *Head Assistant.*

Clarinda R. F. Treadwell, *Head Assistant.*

ASSISTANTS.

Caroline W. Marshall,

Mary E. Nichols,

Caroline E. Jennison,

Ellen M. S. Treadwell,

Margaret E. Sheehan,

Ruth H. Clapp.

Eliza M. Evert,

Eliza A. Baxter, *Sewing Teacher.*

PRIMARY SCHOOLS.

Cove Street.

Amelia E. N. Treadwell.

Sub-Committee, Mr. Maguire.

Octavia C. Heard.

" Mr. Adams.

Ellen L. F. Collins.

" Mr. Murphy.

Hannah E. G. Gleason.

" Mr. Colman.

Maria J. Coburn.

" Mr. Rankin.

Sophronia N. Herrick.

" Mr. Fennelly.

Julia M. Driscoll.

" Mr. Ordway.

Matilda Mitchell.

" Mr. Bigelow.

Marian A. Flynn.

" Mr. Leonard.

East Street.

Anna M. McCain.

Sub-Committee, Mr. Thayer.

BOWDOIN SCHOOL DISTRICT.

COMMITTEE.

Hall Curtis, <i>Chairman</i> .	John T. Beckley, <i>Secretary</i> .
J. Baxter Upham,	Ezra Palmer,
John F. Jarvis,	Samuel H. Wentworth,
William O. Johnson,	John E. Quinn,
James Reed,	Edward H. Dunn.

BOWDOIN SCHOOL.

Daniel C. Brown, <i>Master</i> .	Sarah J. Mills, <i>Head Assistant</i> .
Mary Young, <i>Head Assistant</i> .	Sarah O. Brickett, <i>Head Assistant</i> .

ASSISTANTS.

Eliza A. Fay,	Sophia B. Horr,
Irene W. Wentworth,	Martha A. Palmer,
Ada L. Cushman,	Mary F. Grant,
S. Frances Perry,	Catharine E. Bigelow, <i>Sewing Teacher</i> .

PRIMARY SCHOOLS.

Somerset Street.

C. Eliza Wason.	<i>Sub-Committee</i> , Mr. Quinn.
Annie K. Adams.	" Mr. Johnson.

Old Phillips School-house.

Sarah F. Russell.	<i>Sub-Committee</i> , Mr. Jarvis.
Elizabeth R. Preston.	" Mr. Reed.
Annie M. Heustis.	" M. Upham.

26 Charles Street.

Clementine A. Baker.	<i>Sub-Committee</i> , Mr. Curtis.
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Joy Street.

Mary E. Ames.	<i>Sub-Committee</i> , Mr. Dunn.
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Blossom Street.

Olive Ruggles.	<i>Sub-Committee</i> , Mr. Wentworth.
Julia T. Jellison.	" Mr. Palmer.
Clara A. Robinson,	" Mr. Beckley.
Lydia A. Isbell,	" Mr. Johnson.

BOYLSTON SCHOOL DISTRICT.

COMMITTEE.

Solon Thornton, <i>Chairman.</i>	Abijah Richardson, <i>Secretary.</i>
John P. Reynolds,	Jonathan A. Lane.
John P. Ordway,	William H. Baldwin,
Francis D. Stedman,	Henry J. Colman,
John M. Maguire,	George L. Chaney.
Hugh J. Toland,	

BOYLSTON SCHOOL.

Washington Street, near Dover Street.

John Jameson, <i>Master.</i>	Henry H. Kimball, <i>Sub-Master.</i>
Mary A. Davis, <i>Master's Head Assistant.</i>	

ASSISTANTS.

Mary L. Holland,	Jane M. Bullard,
Mary H. Cashman,	Eliza J. Dyar,
Bridget A. Foley,	L. Ella Bacon,
— — —,	Mary L. H. Gerry.
Caroline R. Daves, <i>Sewing Teacher.</i>	

PRIMARY SCHOOLS.

Way street.

Mary E. Sawyer.	
<i>Sub-Committee, Messrs. Thornton and Baldwin.</i>	
Charlotte L. Young.	
<i>Sub-Committee, Messrs. Reynolds and Lane.</i>	
Emma K. Youngman.	
<i>Sub-Committee, Messrs. Chaney and Richardson.</i>	

Genessee street.

Susan H. Chaffee.	
<i>Sub-Committee, Messrs. Stedman and Toland.</i>	
Harriet M. Bolman.	
<i>Sub-Committee, Messrs. Richardson and Colman.</i>	
Anna T. Corliss.	
<i>Sub-Committee, Messrs. Ordway and Maguire.</i>	

BRIMMER SCHOOL DISTRICT.

COMMITTEE.

J. Coffin Jones Brown, <i>Chairman</i> .	Charles J. Prescott, <i>Secretary</i> .
Henry P. Shattuck,	Solon Thornton,
Charles Hutchins,	Samuel B. Cruft,
William Woods,	George L. Chaney,
Joseph Willard,	George L. Filkins.
John J. Murphy,	

BRIMMER SCHOOL.

Joshua Bates, <i>Master</i> .	E. Bentley Young, <i>Sub-Master</i> .
T. H. Wason, <i>Usher</i> .	Rebecca L. Duncan, <i>Master's Assistant</i> .
Abba D. Hawkes, <i>Head Assistant</i> .	

ASSISTANTS.

Kate C. Martin,	Mercy T. Snow,
Luthera W. Bird,	Amanda Snow,
Annie P. James,	Caroline J. Spaulding,
Mercy A. Davie,	Sarah J. March,
Helen L. Bodge,	Annie M. Chambers.

PRIMARY SCHOOLS.

Starr King School, Tennyson street.

Rebecca J. Weston.	<i>Sub-Committee</i> , Mr. Wood.
Anna E. English.	" Mr. Murphy.
Lucy H. Symonds.	" Mr. Chaney.
Sarah Farley.	" Mr. Filkins.
H. Ellen Boothby.	" Mr. Prescott.
Sarah R. Bowles.	" Mr. Shattuck.
Eliza E. Foster.	" Mr. Thornton.

Skinner School, corner Fayette and Church streets.

Frances B. Dewey.	<i>Sub-Committee</i> , Mr. Hutchins.
Emma F. Burrill.	" Mr. Willard.
Eliza F. Moriarty.	" Mr. Prescott.
Deborah K. Burgess.	" Mr. Cruft.
Malvina R. Brigham.	" Mr. Chaney.

CHAPMAN SCHOOL DISTRICT.

COMMITTEE.

Willard S. Allen, <i>Chairman.</i>	Edward H. Dunn, <i>Secretary.</i>
Henry S. Washburn,	Reuben Peterson, Jr.,
John Noble,	George H. Plummer.
Benjamin F. Campbell,	

CHAPMAN SCHOOL.

Eutaw street, East Boston.

George R. Marble, <i>Master.</i>	Orlando W. Dimick, <i>Sub-Master.</i>
Mary E. Allen, <i>Master's Assistant.</i>	Sara F. Tenney, <i>Head Assistant.</i>
Maria D. Kimball, <i>Head Assistant.</i>	Jane F. Reid, <i>Head Assistant.</i>

ASSISTANTS.

Sarah T. Synett,	Harriet E. Morrill,
Judith P. Meader,	Lizzie M. Gregory,
Lucy E. Woodwell,	Mary E. Buffum.
Annie J. Noble, <i>Sewing Teacher.</i>	

PRIMARY SCHOOLS.

Webb School, Porter street.

Mary A. Shaw,	Abby D. Beal,
Caroline S. Litchfield,	Ada D. Prescott,
Helen T. Higgins,	Mary E. Reid.
<i>Sub-Committee, Messrs. Allen and Campbell.</i>	

Tappan School, Lexington street.

Harriet C. Bates,	Mary C. Hall,
Marietta Duncan.	<i>Sub-Committee, Mr. Campbell.</i>

Monmouth street.

Hannah F. Crafts.	<i>Sub-Committee, Mr. Allen.</i>
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COMINS SCHOOL DISTRICT.

COMMITTEE.

George M. Hobbs, <i>Chairman.</i>	Charles K. Dillaway, <i>Secretary.</i>
George F. Emery,	Albert E. Dunning,
Joel Seaverns,	George H. Monroe,
James Morse,	Joseph O'Kane,
James Waldoek,	John D. Carty.

COMINS SCHOOL.

Tremont street, corner of Gore Avenue.

Daniel W. Jones, <i>Master.</i>	Alfred Bunker, <i>Sub-Master.</i>
Julia A. Scribner, <i>Master's Assistant.</i>	Dora O. Wait, <i>Master's Assistant.</i>
Almira W. Chamberline, <i>Head Assistant.</i>	Eliza C. Fisher, <i>Head Assistant.</i>
	Florence E. Tilton, <i>Head Assistant.</i>

ASSISTANTS.

Martha A. Cummings,	Charlotte P. Williams,
Adelina May,	Delia M. Upham,
Julia A. C. Gray,	E. Josephine Page,
Emma E. Towle,	Emily Swain,
Annie L. Hudson,	S. Lizzie Lovell,
Lillian E. Davis,	Penelope G. Hayes.
Delia Mansfield, <i>Sewing Teacher.</i>	

PRIMARY SCHOOLS.

Phillips street.

Annie E. Clark,	Caroline L. Bicknell.
	<i>Sub-Committee, Mr. Waldoek.</i>
Sarah E. Haskins.	<i>Sub-Committee, Mr. Carty.</i>
Kate M. Murphy,	Amelia F. Boston.
	<i>Sub-Committee, Mr. Morse.</i>
M. Louisa Cummings.	<i>Sub-Committee, Mr. Carty.</i>
Caroline M. Brackett.	“ Mr. Seaverns.
Sarah B. Bancroft.	“ Mr. O'Kane.

Cottage place.

Elizabeth Johnson,	Adaline Beal.
	<i>Sub-Committee, Mr. O'Kane.</i>
Caroline D. Putnam,	
	<i>Sub-Committee, Mr. Dunning.</i>

Heath street.

Jane B. Lawrence.

Sub-Committee, Mr. Dillaway.

Sarah J. Cook.

" Mr. Monroe.

Ellen M. Holt,

Emma Waldoek.

Sub-Committee, Mr. Emery.*Francis street.*

Caroline A. Gragg.

Sub-Committee, Mr. Dillaway.

DEARBORN SCHOOL DISTRICT.

COMMITTEE.

James Morse, *Chairman*.George W. Adams, *Secretary*.

Ira Allen,

George H. Lloyd,

John O. Means,

Joel Seaverns,

Moody Merrill,

John D. Carty,

Joseph A. Tucker,

Edward G. Morse.

George F. Emery,

DEARBORN SCHOOL.

*Dearborn place.*William H. Long, *Master*.Harlan P. Gage, *Sub-Master*.L. Anna Dudley, *Master's Assistant*.Philena W. Rounseville, *Head Assist.*Harriet E. Burrell, *Head Assistant*.Evelyn L. Holbrook, *Head Assistant*.

ASSISTANTS.

Cynthia G. Melvin,

Frances L. Bredeen,

Sarah H. Hosmer,

Clara T. Fisher,

Anne M. Backup,

Bell J. Dunham,

Elizabeth M. Wood,

Elizabeth R. Wallis,

Phebe H. Simpson,

Mary F. Walsh.

Mary E. McCarty,

Catherine G. Hosmer, *Sewing Teacher*.

PRIMARY SCHOOLS.

Eustis street.

Mary F. Neale,

Abby L. Baker.

Sub-Committee, Mr. J. Morse.

Clarabel E. Chapman,

Kate M. Wallace.

Sub-Committee, Mr. Lloyd.

George street.

Mary M. Sherwin, Mary C. Smith.
Sub-Committee, Mr. E. G. Morse.

Emily M. Pevear, Flora J. Cutter.
Sub-Committee, Mr. Means.

Clara F. Conant, Mary E. Aldrich.
Sub-Committee, Mr. Carty.

Yeoman street.

Anna M. Balch, Susan F. Rowe.
Sub-Committee, Mr. Allen.

Ellen M. Oliver, Mary E. Mason.
Sub-Committee, Mr. Adams.

Ada L. McKean, Annie M. Croft.
Sub-Committee, Mr. Merrill.

Louise D. Gage. *Sub-Committee*, Mr. Seaverns.

DORCHESTER EVERETT SCHOOL DISTRICT.

COMMITTEE.

Frederick P. Moseley, *Chairman*. Benjamin Cushing,
 Joseph Willard, Baylies Sanford,
 Nath'l B. Shurtleff.

DORCHESTER EVERETT SCHOOL.

Sumner street.

Roland F. Alger, *Master*. — — — —, *Master's Assistant*.

ASSISTANTS.

Helen M. Hills, Anna M. Foster,
 Sarah M. Bearse.

PRIMARY SCHOOLS.

Sumner street.

Cora L. Etheridge, Annie W. Ford,
 Marion W. Brooks.

DWIGHT SCHOOL DISTRICT.

COMMITTEE.

William H. Learnard, Jr., <i>Chairman.</i>	Stephen G. Deblois, <i>Secretary.</i>
Robert C. Waterston,	John W. Porter,
William B. Merrill,	Abijah Richardson,
George H. Nichols,	Samuel B. Cruft,
Lyman Mason,	George L. Chaney,
William H. Baldwin.	

DWIGHT SCHOOL.

West Springfield street.

James A. Page, <i>Master.</i>	Silas H. Haskell, <i>Sub-Master.</i>
Walter S. Parker, <i>Usher.</i>	Ruth G. Rich, <i>Master's Assistant.</i>
Margaret P. Kelley, <i>Head Assistant.</i>	

ASSISTANTS.

Mary C. R. Towle,	Laura A. Pendleton,
Elizabeth J. Kelley,	Caroline E. Jones,
— — —,	Amelia M. Hickley,
Mary E. Trow,	Emily F. Carpenter.

PRIMARY SCHOOLS.

Rutland street.

Augusta A. Davis.	<i>Sub-Committee,</i> Mr. Waterston.
Martha B. Lucas.	" Mr. Richardson.
Sarah E. Crocker.	" Mr. Deblois.
Henrietta Draper.	" Mr. Nichols.
Clara B. Gould.	" Mr. Chaney.
Anna Severance.	" Mr. Cruft.

ELIOT SCHOOL DISTRICT.

COMMITTEE.

George D. Ricker, <i>Chairman.</i>	William J. Porter, <i>Secretary.</i>
James M. Badger,	Frank B. Clock,
Lucius Slade,	Nathaniel B. Shurtleff,
John W. Fraser,	Michael Moran,
James A. McDonough,	Thomas F. Mahan.

ELIOT SCHOOL.

North Bennet Street.

Samuel W. Mason, <i>Master.</i>	Walter H. Newell, <i>Sub-Master.</i>
Granville S. Webster, <i>Usher.</i>	Frances M. Bodge, <i>Head Assistant.</i>
Adolin M. Steele, <i>Head Assistant.</i>	

ASSISTANTS.

Elizabeth M. Turner,	O. Augusta Welch,
Kate L. Dodge,	Mary Heaton,
M. Ella Wilkins,	Clara Winning,
Clara A. Newell,	Emily F. Marshall,
Mary E. Hanney,	Frances Giles.
Hannah M. Seavey.	

PRIMARY SCHOOLS.

Snelling place.

Harriet S. Boody.	<i>Sub-Committee,</i> Mr. Ricker.
Mary A. J. Robinson.	" Mr. Porter.
Cleone G. Tewksbury.	" Mr. Badger.
Harriet E. Lampee.	" Mr. McDonald.
Sophia Shepard.	" Mr. Ricker.
Sarah A. Winsor.	" Mr. Mahan.

Charter street.

Ellen Fitzgerald.	<i>Sub-Committee,</i> Mr. Fraser.
J. Ida Monroe.	" Mr. Badger.
Juliaette Davis.	" Mr. Porter.
Sarah Ripley.	" Mr. Slade.
Julia A. Cutts.	" Mr. Fraser.
Eliza Brintnall.	" Mr. Clock.

North Bennet street.

Ann A. Coleman.	<i>Sub-Committee,</i> Mr. Mahan.
Mary E. Barrett.	" Mr. Moran.
Kate S. Sawyer.	" Mr. Shurtleff.
Adelaide E. Badger.	" Mr. Ricker.

EVERETT SCHOOL DISTRICT.

COMMITTEE.

Robert C. Waterston, <i>Chairman.</i>	Stephen G. Deblois, <i>Secretary.</i>
Lyman Mason,	William H. Baldwin,
Wm. H. Learnard, Jr.,	William T. Brigham,
William B. Merrill,	Samuel B. Cruft,
George H. Nichols,	Jonathan A. Lane.

EVERETT SCHOOL.

West Northampton street.

George B. Hyde, <i>Master.</i>	Margaret E. Johnson, <i>Master's Assistant.</i>
S. Flora Chandler, <i>Head Assistant.</i>	
Janet M. Bullard, <i>Head Assistant.</i>	Anna C. Ellis, <i>Head Assistant.</i>

ASSISTANTS.

Maria S. Whitney,	Susan S. Foster,
Mary A. Gavett,	Abby C. Haslet,
Ann R. Gavett,	Eva M. Keller,
Louisa M. Alline,	Clara Nelson,
E. L. P. Shannon,	Sarah W. Pollard.
Martha A. Sargent, <i>Sewing Teacher.</i>	

PRIMARY SCHOOLS.

West Concord street.

Eliza C. Gould.	<i>Sub-Committee,</i> Mr. Nichols.
Mary H. Downe.	" Mr. Mason.
Mary A. Crocker.	" Mr. Merrill.
Alice E. Shedd.	" Mr. Baldwin.
Caroline S. Lamb.	" Mr. Learnard.
Lydia A. Sawyer.	" Mr. Lane.
Almira S. Johnson.	" Mr. Waterston.
Hannah M. Coolidge.	" Mr. Cruft.
Emma Halstrick.	" Mr. Deblois.
Lydia F. Blanchard.	" Mr. Lane.

FRANKLIN SCHOOL DISTRICT.

COMMITTEE.

Francis D. Stedman, <i>Chairman.</i>	Abijah Richardson, <i>Secretary.</i>
William T. Brigham,	Stephen G. Deblois,
Wm. H. Learnard, Jr.,	William H. Baldwin,
Charles Hutchins,	John H. McKendry,
Charles L. Flint,	William Read,
George H. Nichols,	Jonathan A. Lane.

FRANKLIN SCHOOL.

Ringgold street.

Granville B. Putnam, <i>Master.</i>	Jane S. Tower, <i>Master's Assistant.</i>
Isabella M. Harmon, <i>Head Assistant.</i>	Sarah A. Gale, <i>Head Assistant.</i>
Catharine T. Simonds, <i>Head Assistant.</i>	

ASSISTANTS.

Mary L. Masters,	Elizabeth J. Brown,
Martha J. Burge,	Caroline A. Mason,
Margaret E. Schouler,	Sarah D. Hamblin,
P. Catharine Bradford,	K. E. Blanchard,
Mary A. Mitchell,	Annie E. Parker.
Elizabeth D. Cutter, <i>Sewing Teacher.</i>	

PRIMARY SCHOOLS.

Groton Street.

Helen M. Faxon.	<i>Sub-Committee,</i> Mr. Richardson.
Georgiana A. Abbott.	" Mr. Hutchins.
Margaret Crosby.	" Mr. Deblois.
Caroline A. Miller.	" Mr. Learnard.
Lucy A. Cate.	" Mr. Read.
Isadora Page.	" Mr. Lane.

GIBSON SCHOOL DISTRICT.

COMMITTEE.

Baylies Sanford, <i>Chairman,</i>	Benjamin Cushing,
Joseph Willard,	Frederick P. Moseley,
Nathaniel B. Shurtleff.	

GIBSON SCHOOL.

*School Street, Dorchester.*William E. Endicott, *Master.*Emma L. Howe, *Head Assistant.*Elizabeth E. Shove, *Assistant.*Charlotte E. Baldwin, *Assistant.*

ATHERTON INTERMEDIATE.

*Green Street.*Ella S. Wales, *Head Assistant.*

PRIMARY SCHOOLS.

School Street (Dorchester).

E. Louise Brown,

Ella Whittredge.

*Sub-Committee, Mr. Sanford.**Green Street.*

Edna L. Gleason.

Sub-Committee, Mr. Sanford.

HANCOCK SCHOOL DISTRICT.

COMMITTEE.

Lucius Slade, *Chairman.*James A. McDonough, *Secretary.*

Geo. D. Ricker,

Michael Moran,

James M. Badger,

Thomas F. Mahan,

John W. Fraser,

Edward H. Dunn,

William J. Porter,

John T. Beckley,

Charles C. Perkins.

HANCOCK SCHOOL.

*Parmenter Street.*James W. Webster, *Master.*Ellen C. Sawtelle, *Master's Assistant.*Emily F. Fessenden, *Head Assistant.*Ellen A. Hunt, *Head Assistant.*Martha F. Winning, *Head Assistant.*

ASSISTANTS.

Amy E. Bradford,

Helen M. Hitchings,

Josephine M. Robertson,

Susan E. Allen,

Clara E. Bell,

Mary E. Skinner,

Mary E. F. McNeil,

Sophia L. Sherman.

Cushman Building, Parmenter Street.

Marie L. Macomber, *Head Assistant.*

ASSISTANTS.

Achsah Barnes,	Olive M. E. Rowe,
Annie E. Caldwell,	Anna N. Jacobs.
Mary H. Cheney, <i>Sewing Teacher.</i>	

PRIMARY SCHOOLS.

Cushman School, Parmenter street.

Sarah E. Ward,	<i>Sub-Committee,</i> Mr. Perkins.
Adeline S. Bodge.	" Mr. McDonough.
Harriet M. Fraser.	" Mr. Fraser.
Augusta H. Barrett.	" Mr. Badger.
Rosanna B. Raycroft.	" Mr. Beckley.
Mary L. Desmond.	" Mr. Porter.
Mary J. Clark.	" Mr. Dunn.
Marcella O. Halliday.	" Mr. Moran.
Sarah F. Ellis.	" Mr. Dunn.
Elizabeth A. Fisk.	" Mr. Slade.
Maria A. Gibbs.	" Mr. Moran.

Cooper street.

Lucy A. Pike.	<i>Sub-Committee,</i> Mr. Porter.
Teresa M. Gargan.	" Mr. McDonough.

Thacher street.

Sarah L. Shepherd.	<i>Sub-Committee,</i> Mr. Badger.
Sarah J. Copp.	" Mr. Fraser.
Lucy C. Flynn.	" Mr. Ricker.

Ingraham School, Sheafe street

Josephine B. Silver.	<i>Sub-Committee,</i> Mr. Mahan.
Martha F. Boody.	" Mr. Mahan.
Esther W. Mansfield.	" Mr. Ricker.

HARRIS SCHOOL DISTRICT.

COMMITTEE.

William T. Adams, <i>Chairman.</i>	John W. Porter, <i>Secretary.</i>
J. H. McKendry,	Willard S. Allen,
John C. J. Brown.	

HARRIS SCHOOL.

*Corner of Adams and Mill streets.*Edwin T. Horne, *Master.*Ann Tolman, *Head Assistant.*

ASSISTANTS.

Elizabeth P. Boynton,

Sarah E. Hearsey,

J. Annie Bense,

Marion B. Sherburne.

Mrs. A. S. Ryder, *Sewing Teacher.*

PRIMARY SCHOOLS.

Harris School-house.

Marion B. Sherburne.

Sub-Committee, Mr. Porter.

Anne M. Gilbert.

" Mr. McKendry.

Mary C. Edes.

" Mr. Adams.

LAWRENCE SCHOOL DISTRICT.

COMMITTEE.

Hugh J. Toland, *Chairman.*P. J. Whelton, *Secretary.*

Warren P. Adams,

Richard J. Fennelly,

Christopher A. Connor,

George A. Thayer,

John S. H. Fogg,

Edward C. Leonard.

John E. Fitzgerald,

LAWRENCE SCHOOL.

*B street, corner of Third street.*Amos M. Leonard, *Master.*Delwin A. Hamlin, *Sub-Master.*Henry L. Clapp, *Usher.*G. C. Emery, *Usher.*Alice Cooper, *Master's Assistant.*Emma P. Hall, *Head Assistant.*

ASSISTANTS.

Mary E. H. Ottiwell,

Martha S. Damon,

Abby C. Burge,

Margaret Holmes,

Margaret A. Gleason,

Margarette A. Moody,

Mary A. Conroy,

Catherine M. Lynch,

Mary W. Bragdon,

Mary E. Stubbs,

Filena Hurlbutt,

M. Louise Gillette.

PRIMARY SCHOOLS.

Broadway, between B and C streets.

Mary A. Montague.	<i>Sub-Committee</i> , Mr. Fogg.
Lucy M. Cragin.	" Mr. Whelton.
Anna M. Elwell.	" Mr. Leonard.
Ada A. Bradeen.	" Mr. Adams.
Willietta Bicknell.	" Mr. Toland.
Elizabeth S. Lakeman.	" Mr. Connor.
M. E. Witherell.	" Mr. Fennelly.
Elizabeth A. McGrath.	" Mr. Thayer.
Ann E. Newell.	" Mr. Fitzgerald.
Ophelia S. Newell.	" Mr. Connor.
Sarah M. Brown.	" Mr. Toland.
Alice W. Baker.	" Mr. Fennelly.

LEWIS SCHOOL DISTRICT.

COMMITTEE.

Joel Seaverns, <i>Chairman</i> .	Edward G. Morse, <i>Secretary</i> .
George H. Monroe,	Charles K. Dillaway,
P. O'Meara Edson,	George H. Lloyd,
Moody Merrill,	Frederick P. Moseley,
Geo. M. Hobbs,	Joseph O'Kane,
	Joseph A. Tucker.

LEWIS SCHOOL.

Corner of Dale and Sherman streets.

W. L. P. Boardman, <i>Master</i> .	Chas. F. King, <i>Sub-Master</i> .
Sarah E. Fisher, <i>Master's Assistant</i> .	Eunice C. Atwood, <i>Head Assistant</i> .
Elizabeth S. Morse, <i>Head Assistant</i> .	

ASSISTANTS.

Emily B. Eliot,	Louisa J. Hovey,
Henrietta M. Young,	Susan A. Dutton,
Maria L. Miller,	Martha C. Gerry,
Lucetta F. Bean,	Annie E. Boynton,
	Malvina L. Sears.

PRIMARY SCHOOLS.

Thornton street.

Joanna Monroe.	<i>Sub-Committee</i> , Mr. Hobbs.
Alice C. Pierce.	" Mr. O'Kane.

Winthrop street.

Frances N. Brooks.	<i>Sub-Committee</i> , Mr. Merrill.
Eliza J. Goss.	
Helen Crombie.	" Mr. E. G. Morse.
Caroline Eliot.	" Mr. Seaverns.

Monroe street.

A. B. Russell.	<i>Sub-Committee</i> , Mr. Dillaway.
Maria L. Burrill.	" Mr. Lloyd.

Mount Pleasant avenue.

Frances H. C. Bradley,	Eloise B. Walcott.
<i>Sub-Committee</i> , Mr. Tucker.	

LINCOLN SCHOOL DISTRICT.

COMMITTEE.

George A. Thayer, <i>Chairman</i> .	Edward C. Leonard, <i>Secretary</i> .
Francis H. Underwood,	Arthur H. Wilson,
John S. H. Fogg,	J. H. Allen,
Warren P. Adams,	Hugh J. Toland.

LINCOLN SCHOOL.

Broadway, near K street.

C. Goodwin Clark, <i>Master</i> .	Alonzo G. Ham, <i>Sub-Master</i> .
Clara S. Nye, <i>Master's Assistant</i> .	Mary E. Balch, <i>Head Assistant</i> .
Lydia Curtis, <i>Head Assistant</i> .	Margaret J. Stewart, <i>Head Assistant</i> .

ASSISTANTS.

Harriet E. Marcy,	Myra S. Butterfield,
Vodisa J. Comey,	Abby M. Holder,
Emogene F. Willett,	Martha B. Dinsmore,
Susan Carty,	Ellen R. Wyman,
	Helen E. Head.

CAPEN SCHOOL.

Sarah C. Winn,

Margaret Reid, *Sewing Teacher*.

PRIMARY SCHOOLS.

City Point, Fourth street, near L.

Elizabeth M. Easton,

Emma L. B. Hintz,

Mary A. Crosby,

Josephine F. Krogman,

Matilda Stevens,

Mary Cutler.

Sub-Committee, Messrs. Underwood, Wilson, and Allen.*Capen School, corner of I and Sixth streets.*

Laura J. Gerry,

Mary E. Powell,

Susan Hutchinson,

Ella M. Warner,

Mary H. Faxon.

Sub-Committee, Messrs. Thayer, Fogg, and Adams.

LYMAN SCHOOL DISTRICT.

COMMITTEE.

Henry S. Washburn, *Chairman*.Reuben Peterson, Jr., *Secretary*.

John Noble,

Benjamin F. Campbell,

George H. Plummer,

George D. Ricker,

Willard S. Allen.

LYMAN SCHOOL.

*Corner of Paris and Decatur streets.*Hosea H. Lincoln, *Master*.George K. Daniell, Jr., *Sub-Master*.Cordelia Lothrop, *Master's Assistant*.Eliza F. Russell, *Head Assistant*.Mary A. Turner, *Head Assistant*.

ASSISTANTS.

Amelia H. Pitman,

Lucy J. Lothrop,

Mary P. E. Tewksbury,

Harriet N. Webster,

Susan J. Adams,

Emma P. Morey,

Clara M. Hovey,

Louise A. Small.

Frances C. Close, *Sewing Teacher*.

PRIMARY SCHOOLS.

Paris street.

Susan H. M. Swan,	Harriet N. Tyler,
Angeline M. Cudworth,	Abby M. Allen,
Anna I. Duncan,	Elizabeth A. Turner.

Sub-Committee, Mr. Peterson.

Old Lyman School-house, Webster street.

Frances I. Dayley.	<i>Sub-Committee, Mr. Peterson.</i>
Mary E. Morse.	" Mr. Washburn.

Messrs. Washburn and Ricker, committee of all the schools in Lyman school-house.

MATHER SCHOOL DISTRICT.

COMMITTEE.

Benjamin Cushing, <i>Chairman.</i>	Baylies Sanford, <i>Secretary.</i>
Fred P. Moseley,	Joseph Willard,
	Nathaniel B. Shurtleff.

MATHER SCHOOL.

Meeting-House Hill.

Daniel B. Hubbard, <i>Master.</i>	Sarah W. Symms, <i>Head Assistant.</i>
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ASSISTANTS.

Lucy J. Dunnels,	Mary C. Jacobs,
Annie L. Jenks,	S. Kate Shepard,
Sarah E. Austin,	Ella L. Howe.

PRIMARY SCHOOLS.

Meeting-House Hill.

Ella L. Howe,	M. Esther Drake,
Mary P. Pronk.	

MAYHEW SCHOOL DISTRICT.

COMMITTEE.

Samuel H. Wentworth, <i>Chairman.</i>	Frank B. Clock, <i>Secretary.</i>
Lucius Slade,	A. Kendall Tilden,
Wm. J. Porter,	John T. Beckley,
Ezra Palmer,	Thomas F. Mahan,
	Edward B. Rankin.

MAYHEW SCHOOL.

Hawkins street.

Samuel Swan, <i>Master.</i>	Quincy E. Dickerman, <i>Sub-Master.</i>
George W. M. Hall, <i>Usher.</i>	Emily A. Moulton, <i>Master's Assistant.</i>
Adeline F. Cutter, <i>Head Assistant.</i>	

ASSISTANTS.

Luciette A. Wentworth,	Sarah W. I. Copeland,
Alicia O. Quimby,	Elizabeth L. West,
Alice A. Tufts,	Helen M. Coolidge,
	Ruth E. Rowe.

PRIMARY SCHOOLS.

Grant place.

Emeline C. Farley.	<i>Sub-Committee,</i> Mr. Beckley.
Ann M. F. Sprague.	“ Mr. Slade.
	“ Mr. Clock.
Affie T. Weir.	“ Mr. Mahan.
Elizabeth S. Parker.	“ Mr. Tilden.

Cooper street.

Harriet A. Farrow.	<i>Sub-Committee,</i> Mr. Rankin.
Harriet S. Lothrop.	“ Mr. Porter.

MINOT SCHOOL DISTRICT.

COMMITTEE.

John W. Porter, <i>Chairman.</i>	William T. Adams, <i>Secretary.</i>
John H. McKendry,	Willard S. Allen.
J. Coffin Jones Brown.	

MINOT SCHOOL.

*Walnut street, Dorchester.*Joseph T. Ward, Jr., *Master.*Isabel F. P. Emery, *Head Assistant.*

ASSISTANTS.

Annie E. Fisher,

Anne E. Collins.

PRIMARY SCHOOLS.

*Walnut street, Neponset.*Jennie M. Seaverns,
Angelina A. Brigham.

Frances E. Hildreth,

Adams street.

Mary J. Pope.

NORCROSS SCHOOL DISTRICT.

Christopher A. Connor, *Chairman.*Richard J. Fennelly, *Secretary.*

John S. H. Fogg,

Hugh J. Toland,

Arthur H. Wilson,

George A. Thayer,

John E. Fitzgerald,

Francis H. Underwood,

Warren P. Adams,

P. J. Whelton.

NORCROSS SCHOOL.

*Corner of D and Fifth streets.*Josiah A. Stearns, *Master.*Mary J. Fennelly, *Master's Assistant.*Fiducia S. Wells, *Head Assistant.*Amanda Marble, *Head Assistant.*

ASSISTANTS.

Sarah B. Abbott,

Sarah A. Gallagher,

Mary Kyle,

Mary A. Neill,

Juliette Wyman,

Anne M. Prescott,

Miranda A. Bolcom,

Harriet E. Johnston,

Juliette Smith,

Emma L. Eaton,

Mary G. Lanning.

Sarah J. Bliss, *Teacher of Sewing.*

PRIMARY SCHOOLS.

Parkman School, Silver street, near Dorchester Avenue.

Amelia McKenzie.	<i>Sub-Committee,</i> Mr. Fitzgerald.
Harriet L. Rayne.	“ Mr. Toland.
Mary G. A. Toland.	“ Mr. Fennelly.
Isabel M. Kelren.	“ Mr. Thayer.
Mary F. Peeler.	“ Mr. Wilson.

Drake School, corner of C and Third streets.

Laura A. Read.	<i>Sub-Committee,</i> Mr. Whelton.
Mary K. Davis,	“ Mr. Underwood.
Abby C. Nickerson.	“ Mr. Fogg.
Fanny W. Hussey.	“ Mr. Whelton.
Lucinda Smith.	“ Mr. Underwood.
Sarah V. Cunningham.	“ Mr. Fennelly.

Vestry of D street Church.

Ellen J. Cashman.	<i>Sub-Committee,</i> Mr. Fitzgerald.
Mary R. Roberts.	“ Mr. Toland.

PHILLIPS SCHOOL DISTRICT.

COMMITTEE.

William O. Johnson, <i>Chairman.</i>	James Reed, <i>Secretary.</i>
J. Baxter Upham,	Nathaniel B. Shurtleff,
S. K. Lothrop,	A. Kendall Tilden,
John F. Jarvis,	John E. Quinn,
Hall Curtis,	John T. Beckley,
	Joseph Willard.

PHILLIPS SCHOOL.

Phillips street.

James Hovey, <i>Master.</i>	Elias H. Marston, <i>Sub-Master.</i>
George Perkins, <i>Usher.</i>	Carrie T. Haven, <i>Master's Assistant.</i>
Laura M. Porter, <i>Head Assistant.</i>	

ASSISTANTS.

Elvira M. Harrington,	Martha A. Knowles,
Hannah M. Sutton,	Sarah E. Frye,
Victoria M. Goss,	Clara J. Reynolds,
Eliza A. Corthell,	Martha F. Whitman.

PRIMARY SCHOOLS.

Phillips street.

Elizabeth W. Nickerson.	<i>Sub-Committee</i> , Mr. Johnson.
Sarah A. M. Turner.	" Mr. Curtis.
Mary E. Franklin.	" Mr. Quinn.

Anderson street.

Barbara C. Farrington,	<i>Sub-Committee</i> , Mr. Beckley.
Josephine O. Hedrick.	<i>Sub-Committee</i> , Mr. Reed.

Joy street.

Elizabeth N. Smith.	<i>Sub-Committee</i> , Mr. Willard.
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Phillips School-house.

Ella F. Wright.	<i>Sub-Committee</i> , Mr. Tilden.
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 PRESCOTT SCHOOL DISTRICT.

COMMITTEE.

John Noble, <i>Chairman</i> .	John W. Fraser, <i>Secretary</i> .
Henry S. Washburn,	Willard S. Allen,
Benjamin F. Campbell.	Reuben Peterson, Jr.,
	George H. Plummer.

PRESCOTT SCHOOL.

Prescott street, East Boston.

James F. Blackinton, <i>Master</i> .	L. Henry Dutton, <i>Sub-Master</i> .
Elizabeth R. Drowne, <i>Master's Assistant</i> .	Bernice A. De Merritt, <i>Head Assistant</i> .
Louise S. Hotchkiss, <i>Head Assistant</i> .	Frances H. Turner, <i>Head Assistant</i> .

ASSISTANTS.

Mary A. Ford,	Harriet N. Weed,
Ellenette Pillsbury,	Sarah J. Litchfield,
Mary D. Day,	Annie G. De Silva,
Mary M. Foster.	Annie J. Noble, <i>Sewing Teacher.</i>

PRIMARY SCHOOLS.

Prescott School-house.

Hannah L. Manson,	Almaretta J. Critchett,
Emma C. Reed,	Margaret A. Bartlett.
<i>Sub-Committee, Messrs. Noble and Fraser.</i>	

Rice Building, Saratoga street.

Caroline Ditson,	Florence H. Drew,
Abby M. Nye.	
<i>Sub-Committee, Messrs. Peterson and Noble.</i>	

Bennington-street Chapel.

Mary E. Plummer,	Harriet T. Parker.
<i>Sub-Committee, Mr. Noble.</i>	

Bennington street.

Elizabeth W. Hazell.	<i>Sub-Committee, Mr. Noble.</i>
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QUINCY SCHOOL DISTRICT.

COMMITTEE.

John E. Fitzgerald, <i>Chairman.</i>	Edward B. Rankin, <i>Secretary.</i>
William Woods,	Solon Thornton,
Henry P. Shattuck,	Edward C. Leonard,
John P. Reynolds,	David W. Foster,
John P. Ordway,	Henry J. Colman,
John M. Maguire,	George L. Chaney.
John J. Murphy,	

QUINCY SCHOOL.

Tyler street.

E. Frank Wood, <i>Master.</i>	George W. Neal, <i>Sub-Master.</i>
J. Martin Dill, <i>Usher.</i>	Annie M. Lund, <i>Master's Head Assist-</i>
Olive M. Page, <i>Head Assistant.</i>	<i>ant.</i>

ASSISTANTS.

Emily J. Tucker,	Josephine M. Hanna,
Nellie J. Frost,	Ellen G. O'Leary,
Charlotte L. Wheelwright,	Emily B. Peck,
	Margaret F. Tappan.

PRIMARY SCHOOLS.

East street.

Harriette A. Bettis.	<i>Sub-Committee,</i> Mr. Shattuck.
Emily E. Maynard.	" Mr. Foster.
Priscilla Johnson.	" Mr. Reynolds.
Sarah E. Lewis.	" Mr. Woods.
Julia A. O'Hara.	" Mr. Ordway.
Lavonne E. Wabridge.	" Mr. Murphy.
Ellen E. Leach.	" Mr. Maguire.
Susan Frizzell.	" Mr. Rankin.
Louisa Bowker.	" Messrs. Colman and Leonard.

Sub-Committee, Messrs. Thornton and
Chaney.

RICE SCHOOL DISTRICT.

COMMITTEE.

Charles L. Flint, <i>Chairman.</i>	Charles J. Prescott, <i>Secretary.</i>
William B. Merrill,	William Read,
J. Coffin Jones Brown,	George E. Filkins,
Charles Hutchins,	William H. Baldwin,
Lyman Mason.	Jonathan A. Lane,
	William T. Brigham.

RICE SCHOOL.

Corner of Dartmouth and Appleton streets.

Lucius A. Wheelock, <i>Master.</i>	Edward Southworth, <i>Sub-Master.</i>
Charles F. Kimball, <i>Usher.</i>	Martha E. Pritchard, <i>Master's Assistant.</i>
E. Maria Symonds, <i>Head Assistant.</i>	

ASSISTANTS.

Elsie J. Parker,	Florence Marshall,
Clara M. Symonds,	Ella T. Gould,
Eliza Cox,	Dora Brown,
Martha J. Porter,	Vacancy,
Cynthia M. Beckler,	— — —.

PRIMARY SCHOOLS.

Shawmut avenue.

Josephine G. Whipple.	<i>Sub-Committee,</i> Mr. Merrill.
Georgiana A. Ballard.	" Mr. Filkins.
Frances M. Sylvester.	" Mr. Brown.
C. Josephine Bates.	" Mr. Merrill.
Jane E. Haskell.	" Mr. Baldwin.
Martha L. Beckler.	" Mr. Filkins.

Appleton street.

Ella F. Wyman.	<i>Sub-Committee,</i> Mr. Hutchins.
Ella B. Cheney.	" Mr. Read.
Grace Hooper.	" Mr. Lane.
Sarah E. Bowers.	" Mr. Baldwin.
Emma F. Wyman.	" Mr. Mason.
— — —	" Mr. Prescott.

SHERWIN SCHOOL DISTRICT.

COMMITTEE.

Ira Allen, <i>Chairman.</i>	P. O'Meara Edson, <i>Secretary.</i>
John O. Means,	Geo. H. Lloyd,
Stephen G. Deblois,	Albert E. Dunning,
Joseph A. Tucker,	John D. Carty,
Moody Merrill,	Joseph O'Kane.

SHERWIN SCHOOL.

Madison square.

Silas C. Stone, <i>Master.</i>	Chas. W. Hill, <i>Sub-Master.</i>
Julia F. Long, <i>Master's Assistant.</i>	S. Maria Wheeler, <i>Head Assistant.</i>
Martha A. Smith, <i>Head Assistant.</i>	Lucy L. Burgess, <i>Head Assistant.</i>

ASSISTANTS.

Elizabeth B. Walton,	• Sarah R. Bonney,
Anna B. Carter,	Josephine D. Snow,
Harriet A. Lewis,	Marion Henshaw,
Fanny McDonald,	Caroline K. Nickerson.
E. Elizabeth Boies,	Isadora Bonney,
Fanny L. Stockman,	Alice T. Kelley,
Louisa Ayer.	Maria L. Young, <i>Sewing Teacher.</i>

PRIMARY SCHOOLS.

Weston street.

Anna G. Fillebrown,	Mary E. Gardner.
	<i>Sub-Committee</i> , Mr. Carty.
Annie E. McDonald,	Martha E. Page.
	<i>Sub-Committee</i> , Mr. Means.

Franklin place.

Annie E. Wallcut,	Sarah J. Davis.
	<i>Sub-Committee</i> , Mr. Allen.
Sarah L. Tewksbury,	Clara C. Walker.
	<i>Sub-Committee</i> , Mr. Tucker.

Avon place.

Abby E. Ford,	Elizabeth F. Todd.
	<i>Sub-Committee</i> , Mr. O'Kane.

Day's Chapel.

Emily L. Marston.	<i>Sub-Committee</i> , Mr. Lloyd.
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Mill Dam.

Annie H. Berry.	<i>Sub-Committee</i> , Mr. Dunning.
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SHURTLEFF SCHOOL DISTRICT.

COMMITTEE.

John S. H. Fogg, <i>Chairman.</i>	Joseph H. Allen, <i>Secretary.</i>
Francis H. Underwood,	George A. Thayer,
Warren P. Adams,	Christopher A. Connor,
Baylies Sanford,	Nathaniel B. Shurtleff,
	P. J. Whelton.

SHURTLEFF SCHOOL.

Dorchester street, South Boston.

Henry C. Hardon, <i>Master.</i>	Anna M. Penniman, <i>Master's Assistant.</i>
Ellen E. Morse, <i>Head Assistant.</i>	
Lavinia B. Pendleton, <i>Head Assistant.</i>	Emeline L. Tolman, <i>Head Assistant.</i>

ASSISTANTS.

Martha E. Morse,	Abby S. Hammond,
Catharine A. Dwyer,	Margaret T. Pease,
Sarah L. Garrett,	Roxanna N. Blanchard,
Harriet S. Howes,	Eliza F. Blacker,
Julia M. Pease,	Ella C. Handy.
Eliza M. Cleary, <i>Sewing Teacher.</i>	

PRIMARY SCHOOLS.

Clinch Building, F street, corner of Seventh.

Sarah B. Packara	<i>Sub-Committee,</i> Mr. Shurtleff.
Marion W. Rundlett	" Mr. Thayer.
Ella R. Johnson.	" Mr. Connor.
Mary E. Morse.	" Mr. Sanford.
Sophia C. Dudley	" Mr. Fogg.
Julia F. Baker.	" Mr. Adams.

Washington Village.

Annie C. Carleton.	<i>Sub-Committee,</i> Mr. Thayer.
Annie A. Bailey.	" Mr. Allen.
M. L. Moody.	" Mr. Sanford.
Edith A. Pope.	" Mr. Underwood.
Susan Mulloy.	" Mr. Allen.
Rosabel Aldrich.	" Mr. Adams.
Mary A. Jenkins	" Mr. Whelton.

Decker Hall.

Grace E. Gragg.	<i>Sub-Committee,</i> Mr. Fogg.
-----------------	---------------------------------

STOUGHTON SCHOOL DISTRICT.

COMMITTEE.

John W. Porter, *Chairman.* Willard S. Allen, *Secretary.*
 John H. McKendry, John C. J. Brown,
 William T. Adams.

STOUGHTON SCHOOL.

River street, Lower Mills.

Edward M. Lancaster, *Master.* Elizabeth H. Page, *Head Assistant.*

ASSISTANTS.

Isabelle A. Worsley, Emma A. Melville,
 Catharine E. Cook.

PRIMARY SCHOOLS.

River street.

Elizabeth J. Stetson, R. Ellerrine Robie,
 Hannah E. Pratt.

TILESTON SCHOOL DISTRICT.

COMMITTEE.

John H. McKendry, *Chairman.* John W. Porter, *Secretary.*
 Willard S. Allen, John C. J. Brown,
 Wm. T. Adams.

TILESTON SCHOOL.

Norfolk street, Mattapan.

Henry B. Miner, *Master.*

ASSISTANTS.

Martha A. Baker, ———.

PRIMARY SCHOOLS.

Norfolk street.

Elizabeth S. Fisher. Sub-Committee, Mr. McKendry.

WASHINGTON AND DUDLEY SCHOOL DISTRICT.

COMMITTEE.

P. O'Mera Edson, <i>Chairman.</i>	Geo. W. Adams, <i>Secretary.</i>
Ira Allen,	Chas. K. Dillaway,
John O. Means,	Joel Seaverns,
James Waldock,	Albert E. Dunning,
George H. Monroe,	George F. Emery.

WASHINGTON SCHOOL.

2000 Washington street.

Leverett M. Chase, <i>Master.</i>	Charles E. Swett, <i>Sub-Master.</i>
Harriet E. Davenport,	<i>Head Assistant.</i>

ASSISTANTS.

Louisa W. Emmons,	Marietta Rice.
Myra W. Pond,	Helen O. Wyman.

DUDLEY SCHOOL.

Bartlett street.

Sarah J. Baker, <i>Principal.</i>	Eldora A. Pickering, <i>Principal's Assistant.</i>
Jane S. Leavitt, <i>Head Assistant.</i>	

ASSISTANTS.

Mary C. Whippey,	Eliza Brown,
Mary L. Gore,	Mary S. Sprague.
Mary C. Pratt,	<i>Sewing Teacher.</i>

PRIMARY SCHOOLS.

Vernon street.

Anna M. Stone.	<i>Sub-Committee,</i> Mr. Seaverns.
S. Louisa Durant.	" Mr. Means.
H. Amelia Philbrick.	" Mr. Dillaway.
Anna T. Bicknell.	" Mr. Monroe.

Putnam street.

Henrietta M. Wood.	<i>Sub-Committee</i> , Mr. Dunning.
Mary A. Morse.	" Mr. Adams.
Mary V. Woodman.	" Mr. Waldock.
Celia A. Scribner.	" Mr. Emery.

WELLS SCHOOL DISTRICT.

COMMITTEE.

John F. Jarvis, <i>Chairman</i> .	James A. McDonough, <i>Secretary</i> .
William O. Johnson,	Samuel H. Wentworth,
Frank B. Clock,	Ezra Palmer,
Nath'l B. Shurtleff,	A. Kendall Tilden,
Lucius Slade,	John E. Quinn,
	James Reed.

WELLS SCHOOL.

Corner of Blossom and McLean streets.

Rodney G. Chase, <i>Master</i> .	Abby J. Boutwell, <i>Master's Assistant</i> .
Mary S. Carter, <i>Head Assistant</i> .	
Delia A. Varney, <i>Head Assistant</i> .	Mary W. Perry, <i>Head Assistant</i> .

ASSISTANTS.

Mary A. C. Williams,	Mary T. Locke,
Mary M. Perry,	Mary G. Shaw,
Elizabeth P. Winning,	Matilda A. Gerry.
Mrs. Frances E. Stevens, <i>Sewing Teacher</i> .	

PRIMARY SCHOOLS.

Emerson School, Poplar street.

Maria W. Turner.	<i>Sub-Committee</i> , Mr. Wentworth.
Emma Dexter.	" Mr. Reed.
Anna A. James.	" Mr. Johnson.
Eliza A. Freeman.	" Mr. Clock.
Sarah C. Chevaillier.	" Mr. Quinn.
Lucy M. A. Redding.	" Mr. McDonough.

Dean School, Wall street.

Georgiana D. Bastow,	<i>Sub-Committee,</i> Mr. Tilden.
Mary L. Bailey.	“ Mr. Quinn.
Lavinia M. Allen.	“ Mr. Slade.
Lois M. Rea.	“ Mr. Tilden.
Adelaide A. Rea.	“ Mr. Slade.
Isabella Bennett.	“ Mr. Clock.

WINTHROP SCHOOL DISTRICT.

COMMITTEE.

Henry P. Shattuck, <i>Chairman.</i>	William Woods, <i>Secretary.</i>
J. Coffin Jones Brown,	Samuel B. Cruft,
John P. Reynolds,	Ezra Palmer,
John P. Ordway,	David W. Foster,
Francis D. Stedman,	George L. Chaney,
John M. Maguire,	George E. Filkins,
George F. Bigelow,	John E. Fitzgerald.

WINTHROP SCHOOL.

Tremont street, near Eliot street.

Robert Swan, <i>Master.</i>	Susan A. W. Loring, <i>Master's Assist.</i>
Mary Gertrude Ladd, <i>Head Assistant.</i>	Emma K. Valentine, <i>Head Assistant.</i>
Maria L. Barney, <i>Head Assistant.</i>	Almira Seymour, <i>Head Assistant.</i>

ASSISTANTS.

Ella L. Bird,	Elizabeth S. Emmons,
Mary F. Light,	Edith Adams,
Mary E. Davis,	Harriet R. G. DeRibas,
Mary J. Danforth,	Emma V. Flagg,
Lizzie H. Bird,	Carrie F. Welch,
Mary C. Jones,	Mary E. Barstow.

Isabella Cummings, *Sewing Teacher.*

PRIMARY SCHOOLS.

Tyler street.

Rachel R. Thayer.	<i>Sub-Committee,</i> Mr. Woods.
Mary B. Browne.	“ Mr. Ordway.
Ella M. Seaverns.	“ Mr. Cruft.
Mary A. B. Gore.	“ Mr. Foster.
Frances Torrey.	“ Mr. Bigelow.

Hudson street.

Caroline S. Crozier.	<i>Sub-Committee</i> , Mr. Palmer.
Henrietta Madigan.	“ Mr. Maguire.
Emma I. Baker.	“ Mr. Filkins.
Julia A. McIntyre.	“ Mr. Fitzgerald.

SCHOOL FOR LICENSED MINORS.

North Margin street.

Sarah A. Brackett.

East street place.

Melissa P. Taylor.

SCHOOL FOR DEAF MUTES.

*11 Pemberton square.*Sarah Fuller, *Principal*.

ASSISTANTS.

Annie E. Bond,

Ellen L. Barton.

KINDERGARTEN SCHOOL.

*Corner of Allston and Somerset streets.*Harriet J. Viaux, *Principal*.

TRUANT OFFICERS.

The following is the list of the truant officers at present employed, with their respective districts, and with the school sections embraced in each truant district:—

OFFICERS.	DISTRICTS.	SCHOOL SECTIONS.
Chase Cole.	North.	Eliot, Hancock.
C. E. Turner.	East Boston.	Adams, Chapman, Lyman, Prescott.
Geo. M. Felch.	Central.	Bowdoin, Mayhew, Phillips, Wells.
Jacob T. Beers.	Southern.	Brimmer, Bowditch, Quincy, Winthrop.
Phineas Bates.	South Boston.	Bigelow, Lawrence, Lincoln, Norcross, and Shurtleff.
A. M. Leavitt.	South.	Dwight, Everett, Franklin, Rice, and Boylston.
Samuel McIntosh.	Roxbury, East District.	Lewis, Dearborn, and Washington.
E. F. Mecuen.	Roxbury, West District.	Comins, Dudley, and Sherwin.
Jeremiah M. Swett.	Dorchester, Northern District.	Lewis, Everett, Mather, Monroe, and Atherton.
James P. Leeds.	Dorchester, Southern District.	High, Harris, Gibson, Tileston, Stoughton, and Minot.

ORDER BOXES.

North District.

Hancock School-house.

Police Station No. 1, Hanover street.

East Boston.

Adams, Chapman, and Prescott School-houses.

Police Station, No. 7, Meridian street.

Central District.

Mayhew School-house.

Police Station No. 3, Joy street.

Southern District.

Brimmer and Quincy School-houses.

Police Station No. 4, La Grange street.

South Boston.

Bigelow and Lincoln School-houses.

Police Station No. 6, Broadway, near C street.

South District.

Dwight and Rice School-houses.

Police Station No. 5, East Dedham street.

Roxbury, East District.

Dearborn, Lewis, and Washington School-houses.

Roxbury, West District.

Sherwin and Comins School-houses.

Dorchester, Northern District.

Lewis, Everett, Mather and Monroe School-houses.

Dorchester, Southern District.

Harris, Gibson, Stoughton and Minot School-houses.

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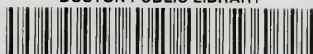
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